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IDOLS OF EDUCATION.

It used to be said that the ideal of education was to know something of everything and everything of something. But the conditions of modern university culture seem to have created for us the newer ideal recently phrased as follows: "One must know too much about some one thing, and nothing about everything else: that is true scholarship." Those who have much acquaintance with scholars of the type that our modern specialism tends to produce, and that is fostered, almost to the exclusion of any other, by the academic standards upheld in the eyes of students, know how frequently this newer ideal is exemplified, and how slight is the exaggeration of the satire. The most elementary matters, facts and phrases and allusions which are the common coin of really cultivated minds, are apt to be received with wide-eyed wonder by men whose accomplishments, in their own departments, are of national or world-wide repute. Abreast of the latest developments of their *Fach*, pedantically informed concerning its minutest details, these men are blissfully innocent of all sorts of matters that were once held to to be essential elements of culture. The system of water-tight compartments is so nicely fitted that there is little leakage, and it is thought something of a reproach to the scholar if he permit the contents of his own compartment to become diluted by tricklings from any other.

This ideal of personal obligation to the exactions of modern scholarship creates a curious sort of academic aristocracy. Its members recognize one another alike by the symbols usually attached to their names and by certain tricks of speech or manner which betoken their entire self-sufficiency and confidence in the superiority of their caste. These are the signs of a free masonry jealous of its prerogative, and determined that no rank outsider shall share in its arcane mysteries. When its initiates foregather, either in casual groups or formally upon stated occasions, they put themselves in mutual touch by the use of passwords so subtly managed that an accidental intruder upon their fellowship finds himself isolated and as it were encysted with only a dim realization of the process to which he has been subjected.

For this class there is only one point of view, and whoever for a single tentative moment ventures to occupy any other lays himself open to suspicion. So narrow are the specialties represented by these men that even when they are assembled in their organized councils they are apt to bore one another, because their bond of union is not so much an intelligent comprehension of the papers to which they listen as it is a sense of class-consciousness and a comfortable conviction that they are all of the very elect. Meanwhile, the world at large goes on its way unperturbed, and, if it pays any attention at all to their rites and posturings, is likely to dismiss the subject with an irreverent jest such as that of the wit who recently queried: "Exchange professors? Why not give them away?"

The intellectual world which these men create for themselves is not a real world at all, but a cloistered corner of existence into which the sunlight of liberal culture finds it difficult to penetrate, and in which only pallid growths may flourish. It is cut off from the common interests of mankind, and has little sympathy with the causes that should enlist the best thought and the most earnest endeavor of normal humanity. Let one of its inmates show a deep concern for the vital issues of social or ethical science, let him bring his special knowledge to bear upon the problems of conduct by means of the press or the platform, and his fellows at once view him askance, as a traitor to his caste and a violator of its tradition. He becomes discredited as a seeker for notoriety, and is dubbed "popularizer," which is the last word of contempt in the scholastic world. The ideal of knowledge for its own sake, pursued into the remotest confines of minute or abstruse investigation, is a fine and inspiring one, but it is made even finer and more inspiring when it is associated with the ideal of service, and when service, not to the few but to the many, is kept constantly in view as the ultimate goal of all intellectual activity. We fear that this ideal finds little to feed upon in the arid soil of the *Seminar* and the journal devoted to the interests of the *Fach*.

While it is doubtless true than knowledge is best advanced by extreme specialization, it is also true that the specialist tends to become something considerably less than a man, and that he is in danger, from his very zeal for learning, of missing the best part of life. Education does not mean much when it gets far away from the root signification of the word, and our modern training for the higher scholarship is only too apt to result in atrophy of the affective and æsthetic faculties. There is a certain satisfaction in having "settled *Hoti's* business" once for all, but it is possible to have gained it at too heavy a cost. Scholars presumably have — or once had — souls like other people, and it is a rather serious thing to lose them, even if thereby a whole world of pedantry be gained.

Carlyle once said: "It is not because of his toils that I lament for the poor, but what I do grieve over is that the lamp of his soul should go out." If there is one thing more grievous than to see the lamp go out in the scholar's soul it is to see the lamp in the child's soul left unkindled. A wilful default of oxygen is the cause in both cases, but in that of the scholar it is his own will that cuts off the supply and thus quenches the light, while in that of the child it is the will of his misguided elders that forbids its kindling. This offence against childhood is the most damnable that can be imagined, and yet it is constantly committed by those in whose hands lies the shaping of systems of public education. Thus we may witness working at both ends of the educational scale forces which in the last analysis tend to rob the soul of its birthright, and which flout all the fundamental teachings of the wise — from Plato to Matthew Arnold — who have told us the deeper meaning of education. Such are the "idols" in whose worship we have gone so far astray from the true faith.

Nothing could be more wrongheaded, in our opinion, than the prevailing notion that our schools should be made more "practical," nothing more mischievous than the displacement, now everywhere going on, of school pursuits that contribute to the nurture of the spirit by exercises and activities that have in view only bread-and-butter aims. This spirit of narrow utilitarianism infects the whole educational organism, and the "job" is taken to be the final cause of going to school at all. The would-be doctor of philosophy in the university, the student in the college or high school, and the child in the elementary grades, are all thinking of the "jobs" they hope to get when they have finished the distasteful work of preparing for them. They are encouraged in this low aim by their parents, who are older and should be wiser, and by the pressure of public opinion everywhere. As we have said before, this condition is peculiarly lamentable in the lower schools, where droves of hapless children

are herded into "vocational" courses of study when they might be storing their minds with the riches of science and history and literature. The short-sighted pettiness of all this finds expression in a passage both just and eloquent which we quote from the London "Nation" as a fitting supplement to our own remarks.

"We are allowing these lads and girls between fifteen and eighteen, at the time of life when the mind is singularly plastic, with a zest for discovery, and a generous passion for new impressions, to devote themselves almost exclusively to 'bread-and-butter' studies. It is a deplorable and perverted aristocratic prejudice which misleads us. We think of the liberal studies as the natural monopoly of the leisured and the well-to-do. We fail to realise that precisely in proportion as his daily life must plunge a manual worker in the deadening monotony of the mill's routine, is he forced to seek far outside it the interests which can bring to his mind a human dignity and a contact with eternal things. A just society would offer to the mill-hand the mental distractions which it squanders on the idle children of his landlord and his employer, not because he needs 'accomplishments' for his wage-earning, but because his mind must be bent without them to the inhuman service of the machines it tends. It is only a mechanical pedagogue who can think of the disinterested studies as something difficult and external and remote from the life that even the poorest worker leads. Over his head, also, are the stars, and under his feet the rocks. He, too, can understand the movements of a bee, or the unfolding of a flower. It is not beyond him to learn enough of history to prefer the novel of Scott to the serial in his evening paper. The governing classes have reached that stage of enlightenment at which they understand that the wealth of nations demands industrial efficiency and bodily fitness in the worker, and of these they make the exclusive idols of the schools. They have not yet realised that the organised pursuit of wealth, which has destroyed the joy of craftsmanship and driven the worker from the soil, has imposed also on the national school the obligation of aiding the minds which pass through it to reach the exits from the cave."

THE EDUCATIONAL SYSTEM OF THE ELDER MR. WELLER.

"I took a great deal o' pains with his eddication, sir; let him run in the streets when he was wery young and shift for hisself." The brilliant result of that course of training was the character who supplies most of the wit and commonsense of "The Pickwick Papers." And, it may be added in passing, the education of the creator of that character was carried out almost on the same plan.

It is a dangerous ideal, perhaps; but it begins to look as though mankind would have to revert to it, in defense of the young who under the present educational system are so assisted and pampered and petted that they cannot stand alone; who, like Strasburg geese, are stuffed with carefully prepared learning until the only result to them is enlarged and languid livers. In the United States, at least, it is apparent that we are not getting the value we ought from our enormous expenditure for education. We are not getting value in the happiness and prosperity of the people at large, nor in the production of great men, whose flowering seems to be almost the final purpose of human existence.

For the first of these contentions we may point to the recent pinch of high prices which has reduced the standard of living all over the land. After every other explanation that can be offered for the rise in the cost of living, the fact remains that our educational system has been turning out far too many people who want to live by their wits (of course in an honorable sense), and left far too few who are willing to live by their hands. The inhabitants of the Scilly Islands are said to live by taking in each other's wash; but surely we cannot all get an income by doctoring each other's infirmities, pleading each other's law cases, or criticising each other's criticism.

That our recent rage for education has not been favorable to the production or maintenance of genius, may be regarded by a democracy as a good thing. Certain nations, England for instance, have been hardly more than plants for the manufacture of great men. We may possibly say that we do not want any more of that. If nature has been so unjust as to privilege certain minds, it is our business to even things up and give everybody a chance. And in politics, at least, our late lack of stars of the first lustre is due to lack of opportunity. We cannot have great generals without great wars, or mighty statesmen without mighty issues. It is difficult for the people themselves to take a deep heart-interest in the tariff, and we cannot expect politicians to rise to greatness on the wings of *ad valorem* duties. But in the arts and sciences there is no such excuse, and it is generally regarded that,

> "Our builders are with want of genius cursed,
> The second temple is not like the first."

If we have preëminent stars in these fields, they are lost in the Milky Way of mediocrity.

What is education? Goethe said that the longer he lived the more he believed in the qualities born in men and the less he cared for those that are acquired or stuck on. We cannot educe or draw out of people something that they have not in them. Unless all history is at fault, really great parts are sparsely distributed, and when they do occur they are just as likely to be drawn out by the contact with life, the struggle to exhibit themselves, as by an ordered and overlooked course of training. Emerson thought it was better for a young man to be thrown into a vortex of exciting action and to be made to swim, than for him to go through college. We need not be afraid that talent will fail of learning. The real workman will get at his tools. Lincoln will walk forty miles for his copy of Plutarch, and will study it by the pine-knot fire. Whitney will invent his cotton gin though he never

saw a cotton field in his life. The electric spark of genius is developed by resistance. Men are much like mules; if you want them to enter a certain field you must fence them out of it.

Widespread education is certainly unfavorable to the development of genius or remarkable talent. Greatness, as it were, is put in commission. As every one has a little tincture of talent, no one is allowed to possess a monopoly. There is a story of a Roman poet under the Empire who sent some verses to a rich man whom he wished to secure for a patron. The latter returned them with the comment that he himself wrote poetry and did not admit that anyone save Homer was his superior. We have taught everybody to write verses, and poetry is despised. Colleges, High Schools, and Correspondence Courses are making every man his own artist and architect and engineer, so that the world will soon be able to do without the professional product altogether.

If the loss to the world were only the obelizing and obliteration of genius we might let it pass. Perhaps mankind may learn to do without genius. Perhaps the mariner by some new trained instinct for locality may be able to dispense with compass and lighthouses. But education seems to be robbing the masses of the power to appreciate the products of education. The comment is on everyone's tongue that the world of to-day has but a languid interest in things of the mind. There is probably three times as much effort and bustle and fuss about education now, proportionately, as there was sixty years ago. Yet there was proportionately ten times as much mental alertness then. Then were the palmy days of the drama. The tragedies of Shakespeare and Schiller and Hugo met with an appreciation and applause that they do not begin to receive now. The same class of audiences to-day flock to the moving picture shows. Then the actor's art was in its zenith. Great players drew after them more than a third part of the population. Then literature was a matter of universal interest. The latest oracle from Concord was discussed everywhere; the blue and gold editions of Longfellow and Whittier were in most households; Dickens could make a triumphal tour through the country. Then our artists received prices for canvasses which are the despair of painters of to-day. Then music and dancing, as exemplified by Jenny Lind and Taglioni, created an enthusiasm that is difficult to imagine now. And of course the politics of those times were far more tremendous than ours. Looking back, it is impossible to resist the conclusion that our people were far more vividly alive then than they are to-day. Possibly many causes have contributed to the deadening of our sensibilities; but one of these causes, at least, must be the extension of education.

The amount of education which the average person takes, which enters his system and becomes a part of him, is very small. How many men who went through college thirty years ago can do a problem of Euclid or construe a sentence of Greek or a paragraph of Latin? The Chancellor of the University of Cambridge, Lord Rayleigh, in a recent speech said: "I rejoice in the number of successful mathematicians which our University graduates, but I cannot help wondering what becomes of them all in general society. It is rare to meet anyone who has any knowledge of science, and I might say even of arithmetic. I remember a few years ago being stopped in the street by an acquaintance who had lived some while in India, and I think was getting out statistics on Indian affairs, who told me that he had been on the point of writing to me to know whether I could recommend someone to him who could do a calculation for him. I said, 'Well, what sort of a calculation is it?' He said 'Only a rule of three. I cannot do it myself and I cannot find anybody who can do it. Perhaps among your acquaintances of the scientific world you might know somebody who could help me.'" The fact is, the main difference between most educated and uneducated men is that the former know of the existence of certain provinces of learning of which the latter are ignorant. They have, like Moses, been taken up on a height and shown the Promised Land, but they have declined the ordeal of conquering it. But as the young woman in Molière's play says, "It is understood here that we all speak Greek."

Of course each of the several professions, arts, and sciences requires a special training without which it cannot be successfully practiced. But the contention is, in the first place, that we are turning out too many practitioners of these branches of learning to give them all the thorough training they should have; and, in the second place, that in the eye of absolute truth many of these sciences are "not what they are cracked up to be." Their votaries quarrel so much among themselves, expose so much of the hollowness of their respective mysteries, that common people begin to believe it is better to be ignorant than to know a great deal that is not so.

The higher education of women, though by no means the new thing it is supposed to be, has probably had a wider extension than ever before. Some authorities are concerned over the physical effect of intense application to study by women; In exceptional cases their fears may be justified. but there is something in the nature of women that will generally prevent their taking much harm from education. They stand for the individual, the instinctive, and refuse to be formalized and flattened out and drilled and trained as men permit themselves to be. Bhavabhuti, a Hindoo poet of twelve centuries ago, put an eternal truth in a couplet, —

> "Nature itself gives women wit;
> Men learn from books a little bit."

What, then, is the moral of these rather rambling remarks. This: that we are forcing the season in education in America and getting a hot-house product rather than a hardy natural growth. That

there should be a universal diffusion of the elements of education no one doubts. But here the State should stop. Whatever more is wanted should be left to the free initiative of the individual. People rarely value what they get for nothing. In the matter of manual training, it might be well to return to the apprentice system, in both the shop and the farm. And the gathering of all kinds and degrees of workers into guilds, for inspiration, appreciation, and support, might be encouraged. From such associations has come much of the best work of the world. CHARLES LEONARD MOORE.

CASUAL COMMENT.

THE MODERNITY OF THACKERAY is remarked upon by Professor Saintsbury in the course of a judicious appreciation of the novelist contributed to the Thackeray Centenary Number of the London "Bookman," which also prints an article on "Thackeray and Thackeray's London," by Mr. Lewis Melville. "Beginnings of centuries," says Professor Saintsbury, "have often had a quaint habit, like other children, of regarding their immediate elders as removed from them by almost impassable gulfs. But the fact remains that every person who is still middle-aged, besides those who are no longer so, was an actual contemporary of Thackeray, and that while the general atmosphere, say of 'My Novel' itself, has an indefinable but distinctly perceptible old-worldness about it, large passages of 'The Newcomes' might, with the slightest changes of mere 'furniture' in slang, etc., have been written to-day. It must take another generation or two before men can—at least before most of them can—take even such a comparatively achromatic estimate as they can take (and this is by no means quite 'dry-lighted') of Scott or Miss Austen, much less such a one as can be taken of Fielding; least of all such as can be taken of Milton or of Shakespeare." This moves one to query whether the authors whom we thoroughly enjoy ever do become "achromatic" to us. Even Shakespeare himself and, to go much further back, Aristophanes and Lucian, and whole passages in Homer, are as vivid and present to their hearty admirers as is the latest popular novelist to his particular public. On the other hand, there must be many who even now see Thackeray in as dry and colorless a light as the most impartial criticism could require. But why, pray, is "The Bookman" in such haste with its centenary number — three months ahead of time?

* * *

MORE ABOUT THE ORCHARD HOUSE, where Louisa Alcott wrote her "Little Women," and where the Concord School of Philosophy held its sessions, may not be out of place, in view of the growing interest manifested in its proposed restoration and preservation as a memorial to the famous father and still more famous daughter who once lived there. Built, as is supposed, under the protectorate of Oliver Cromwell, it boasts an antiquity exceeded by that of comparatively few houses in America. Its present name became attached to it late in its history, being derived from the old apple orchard planted half a century before the Alcott family took possession. The quick-witted Louisa, given on occasion to satire and feeling keenly the family's failures in various experiments, suggested "Apple Slump" as an appropriate name. "All-Cottage" was proposed by some one else (Mr. Sanborn, we believe) as a tribute both to the tenant and to the great god Pan, whose worship, it was thought, might perhaps be suggested in the couplet composed by Ellery Channing and painted by May Alcott over the fireplace in her father's study:—

> "The hills are reared, the valleys scooped in vain,
> If Learning's altars vanish from the plain."

But the name "Orchard House" became its accepted designation when the School of Philosophy took temporary possession of the building and its pleasant grounds thirty years ago. The hope of having the house put in order for a memorial reception on the nineteenth of April — the most glorious day in Concord's calendar—was disappointed. But a later date, when the tide of summer tourists is at the flood, will suit the convenience of a larger number of visitors.

* * *

A STERN ARRAIGNMENT OF THE DRAMA OF IDEAS is contained in an interesting article by Mr. W. L. George, in the April "English Review." As offset to the seven cardinal sins of the conventional dramatist, Mr. George makes a list of ten of which he holds the playwrights of ideas as a body guilty: to wit, "the shadowy plot, the play without a climax, hypertrophy of the atmosphere, sentiment (sometimes), garrulousness, the exaggerated type, inveterate gloom (sometimes optimism), obscurity, length, and shapeless purpose." It is not because the drama of ideas is too good that it fails, Mr. George declares; it is not yet good enough. "Strife," is gloomy and cruel; "Getting Married" is not a play at all; Miss Robins's "Votes for Women" lives only in one gorgeous tableau; "The Passing of the Third Floor Back," "The Madras House," "The Servant in the House," and "Mid-Channel" all lack climax; "What Every Woman Knows," Mr. Fagan's "The Earth," and Mr. Bennett's "What the Public Wants" are oversentimental. Mr. Shaw is generally all talk and no action; Mr. Granville Barker is also too loquacious. John Synge, Mr. Yeats, and sometimes Mr. Shaw and Mr. Barker, are obscure and esoteric. Mr. Galsworthy's only fault is gloom. Mr. George ranks the last-named writer as unquestionably a great dramatist, while he bases his hopes for the future chiefly upon Mr. Masefield and Mr. Bennett, with the unaccountable Mr. Shaw in the offing, capable of anything and sure to do the unexpected. Mr. George's discussion of the modern drama is

vital and interesting. Like all argument involving a question of taste it is vulnerable here and there; but the point we particularly wish to take exception to is the surprising assumption on which the whole arraignment is based; namely, that plays of ideas always fail on the stage. Granted that Mr. George's examples are fairly chosen, anybody can pick from them three or four conspicuous successes in the theatres on this side of the Atlantic. Is America, then, more hospitable to the drama of ideas, or less sensitive to poor dramatic construction, than London? And why does Mr. George absolutely ignore American triumphs in reckoning the assets and achievements of the virile drama?

• • •

THE INFINITE VARIETY OF THE "ONE WAY OUT," which is never the same way for any two persons, is emphasized in an open letter from Mr. William Carleton (author of that vivid and appealing bit of autobiography entitled "One Way Out") to one of his critics. "I suppose," he says in closing, "that Poor Richard, and ages before him Solomon, wrote down in simple and terse language wise epigrams enough to have brought about the millennium had they been followed. I suppose that every old man learns enough in the progress of his life to guide any youngster along the path to happiness and fortune could he impart it. But each of us seems to have to learn for himself, and a great many of us learn too late. I don't expect anyone to follow the road I took, but if only from having watched me a few will learn some of the things I learned and put them into practice in their own way I shall be very glad. A house in the country, a flat in the tenements, a tent in the woods—it does n't much matter so long as the dweller therein comes to know how really simple the essentials for life and happiness and fortune are — and how accessible they are to those who go after them in independent fashion." It is noteworthy, although not surprising, how much more persuasive (or "convincing" might be the better word) such pictures of real experience with elemental things as Mr. Carleton has presented are to the reader than any amount of abstract laudation of the simple life. Among recent notable books that impress the value of the elemental and the genuine and the unconventional, more or less after the manner of "One Way Out," are Mr. Edward A. Steiner's "Against the Current," and Mr. Alexander Irvine's "From the Bottom Up."

• • •

A MONUMENT TO THE BUSINESS CAPACITY OF MEN OF LETTERS has its history briefly and interestingly told in the April "National Review." Mr. C. Hagberg Wright describes "The Beginnings of the London Library," tracing those beginnings back to that hot June afternoon in 1840 when Carlyle, wearied with the delay and red tape incidental to the prosecution of his researches at the British Museum, strolled down Piccadilly and, turning into one of the streets in Mayfair, knocked at the door of the brilliant and accomplished Lady Stanley of Alderley. Being admitted, he found a company of not too sympathetic listeners to his woes, but one containing such men of light and leading as Hallam, Maurice, and Gladstone, who seem at last to have been aroused by the vehement eloquence called forth by their very indifference. The subsequent forming of a library committee, which included Carlyle, Lord Clarendon, John Forster, Arthur Helps, George Cornewall Lewis, Monckton Milnes, James Spedding, Gladstone, and others, and the early opening of the library itself, with its later rapid development, and its policy and methods, are the matters chiefly dealt with by Mr. Wright. To hold steadfastly to its original aims and ideals, the London Library has not found an easy task. "It needed and needs all the dogged obstinacy of the librarians, backed as they have been by their committees, to resist the clamour, not to mention the personal attacks, of the impatient readers." In other words, the London Library, organized by scholars and writers and men of wide culture, always has been and wishes to remain something better than a mere circulating library for novel-readers.

• • •

THE DEATH OF THE "HOOSIER SCHOOLMASTER," George Cary Eggleston, the model for his brother Edward's most celebrated creation in fiction, follows all too soon the publication, last year, of his autobiographic "Recollections." The Virginia ancestry of the two brothers and the Southern upbringing of the younger one go far to explain the latter's warm espousal of the Confederate cause in the Civil War. The elder brother, though physically incapacitated for military service, was almost as ardent a sympathizer with the North. This difference, however, appears not to have affected the brotherly love of the two Egglestons. The long and varied journalistic and editorial service of George Cary Eggleston, particularly his connection with "Hearth and Home," the New York "Evening Post," the "Commercial Advertiser," and "The World," need only be mentioned here, as his autobiography has recently told the whole story. Some of the best of the books he so rapidly produced while engaged in journalism, and afterward, are "A Rebel's Recollections," "The Big Brother," "Southern Soldier Stories," "A Captain in the Ranks," and "The Warrens of Virginia." His is a pleasing narrative style, but in his art as a novelist one can discover many flaws without exercising a very searching scrutiny. His brother Edward, from the comparative seclusion enforced by a delicate constitution, sent forth works of the imagination that far excel his own efforts in that field.

• • •

THE READER OF SERIOUS BOOKS, especially the rapid and omnivorous reader who draws in quick succession from the public library a great number of learned works in all departments of science, is a joy to the heart of the public librarian endeavoring to diminish the relative prominence of fiction circu-

lation in his annual report. From Leavenworth, Kansas, there comes a word of cheer to those who lament the frivolous taste of the average reader. By nearly two per cent has this taste been elevated in Leavenworth during the past year. In other words non-fiction has gained in circulation over fiction by that encouraging amount. At the same time there chances to come from the other side of the globe a word of comfort to those librarians whose statistics display a decided increase in the public appetite for story-books. "Do not worry," says Mr. Arthur Spurgeon, the English publisher, in a public address on "Literature and the Commonwealth," "when you read that an overwhelming percentage of books taken out of public libraries are novels. If they bring a dash of colour into lives that are drab and grey, do not regret the fact, but be thankful that such an excellent result can be attained with so little expenditure of public money." The ideal reader would perhaps be one who could read and digest and enjoy four books (in poetry, history, philosophy, and science) with only the sprinkling of sauce furnished by a single good novel. Twenty per cent fiction to eighty of non-fiction: will that ever be the record achieved by any public library? Probably not, and probably we need not strive too hard to bring it about.

* * *

Some books one would like to own come to one's notice in the library of the late E. Dwight Church of Brooklyn, which has just passed into the possession of Mr. Henry Edward Huntington of Los Angeles. The price paid is said to have been over a million dollars, and the thirty-thousand-dollar catalogue of the collection inclines one to believe this is not an exaggeration. Nor do we question the assertion that this is the largest single transaction in rare books that has ever taken place. Now as to a few of the treasures enumerated among the early printed works, the manuscripts, and the autographs. What lover of Charles Lamb would not barter his birthright for the fine collection of Eliana, with its autograph letters, including the gentle Elia's marriage proposal to Miss Kelly? And there is a copy of the first edition of "Don Quixote," and the original manuscript of Franklin's "Autobiography," whose market value is estimated at fifty thousand dollars, and Washington's genealogy written in his own hand; also a copy of the first edition of "The Life and Strange Surprizing Adventures of Robinson Crusoe," and one of Walton's "Compleat Angler" in the original binding, and other good things innumerable. Who would not be willing to assume the cares and anxieties of great wealth in order to become possessed of some of these inestimable treasures?

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The advantages of untrammeled imagination over a rigid adherence to fact, in fiction-writing, are illustrated in an amusing anecdote with which Mr. Arnold Bennett closes his preface (which merits an unabridged reading) to the new American edition of his acknowledged masterpiece, "The Old Wives' Tale." After detailing the genesis and growth of that novel, he concludes: "It has been asserted that unless I had actually been present at a public execution, I could not have written the chapter in which Sophia assists at the Auxerre solemnity. I have not been present at a public execution, and the whole of my information about public executions was derived from a series of articles on them which I read in the Paris *Matin*. Mr. Frank Harris, discussing my book in *Vanity Fair*, said it was clear that I had not seen an execution (or words to that effect), and he proceeded to give his own description of an execution. It was a brief but terribly convincing bit of writing, quite characteristic and quite worthy of the author of 'Montes the Matador' and of a man who had been almost everywhere and seen almost everything. I comprehended how far short I had fallen of the truth! I wrote to Mr. Frank Harris, regretting that his description had not been printed before I wrote mine, as I should assuredly have used it, and of course I admitted that I had never witnessed an execution. He simply replied, 'Neither have I.'"

* * *

The proposed Canadian Copyright Act contains certain clauses of lively interest to authors and publishers of our own country. Hitherto our northern neighbor has practically had no independent copyright law, but has enjoyed the benefit of British legislation as a member of the Empire. Henceforward, however, if the proposed law is enacted, copyright in the Dominion will require that the copyrighted work be manufactured there, with certain reservations in favor of English copyrighted books, which, by some process little more complex than registration at Ottawa, will be entitled to the protection of the Canadian law. Furthermore, "the Governor in Council may make arrangements with foreign countries whereby the subjects or citizens thereof may obtain copyright protection in Canada upon such terms and subject to such conditions as may be specified in the order." Thus, until some sort of reciprocity agreement can be arrived at between Canada and the United States, the latter will be barred out from what has long been a profitable trade, both in American books copyrighted in England and in English books copyrighted here. In copyright legislation and in the passage of Canadian reciprocity acts this country moves with a truly majestic deliberation.

* * *

The increasing importance of the public library becomes apparent even to the least careful observer. The recent erection of fine library buildings, especially in the eastern States, serves as a visible indication and reminder of this importance. The magnificent New York structure, the stately New Bedford building, the new and spacious quarters just provided for the Connecticut State Library, the Hay Memorial at Brown University, and the chastely-beautiful white marble edifice

that will soon shelter the Springfield (Mass.) Free Library — these and other new and admirably-planned homes for the "people's university" are encouraging signs of a growing public consciousness of the value of that education which only books can give. Mr. John Cotton Dana has gone so far as to assert, in a recent article on "What the Modern Library is Doing," that "high skill in reading and in the art of using books and a library is the one thing of supreme importance in education." And in closing he says, in similar vein: "Reading is the most important of all the arts. It is taught now chiefly through the yellow journals. The foundations of its proper teaching with proper and helpful material should be laid more broadly and more carefully in our colleges and universities." It is certainly true that to a large number of civilized mankind reading is not only the most important art, but also the only art practised with even approximate mastery.

* * *

MR. BROWNELL ON "CRITICISM," a paper originally presented before the American Academy of Arts and Letters, and now published in "The Atlantic Monthly," will have been read with keen enjoyment by many admirers of his clear thought and incisive style, before this brief note appears. It only remains for us to urge all who have not yet treated themselves to the pleasure afforded by this masterly essay to make haste and do so. Of course Mr. Brownell is unhesitating in his declaration that criticism is "a distinctive branch of literature, having a function, an equipment, a standard, and a method of its own." The end and aim of the critic's researches we find admirably stated in a brief passage. "Personality," asserts the essayist, "is the most concrete and consistent entity imaginable, mysteriously unifying the most varied and complicated attributes. The solution of this mystery is the end of critical research. To state it is the crown of critical achievement." He ends by reminding us anew that "the highest service of criticism is to secure that the true and the beautiful, and not the ugly and the false, may in wider and wider circles of appreciation be esteemed to be the good."

* * *

A MISUSED ADJECTIVE is crying aloud against the violence that some careless recent writers persist in doing to its meaning. The word is *pretentious*, whose etymology and legitimate meaning are plain. Nevertheless we find it used, not as indicating a disposition to lay claim to virtues and excellences not actually possessed, but as denoting positive merit; for example, "a large, well-built, and pretentious mansion," or "a man of dignified mien and pretentious bearing." This elevation of a word into better society than that to which it originally belonged is, as we have before remarked, far less usual than a corresponding degradation. *Inveterate*, for instance, has fallen from grace since the time of Bacon, who wrote, "It is an inveterate and received opinion." The long-established we now, too readily, incline to regard as reprehensible; and we speak of inveterate drunkards, but never of inveterate tee-totalers. *Egregious* is another familiar example of a word that has seen better days. Against the present tendency to ascribe to *pretentious* an excellence to which, obviously, it can only *pretend*, we must strenuously protest.

* * *

THE CLOSE OF THE ASTOR LIBRARY in Lafayette Street, New York, on the fifteenth of last month brings regrets to many a visitor to that historic building, which has provided shelter for one of the largest and most valuable collections of books in the country, has had a useful existence of fifty-seven years, and is familiar to hundreds of thousands as a famous landmark. Built with money bequeathed by John Jacob Astor, it has the distinction of having come under the administration of Washington Irving as the president of its first board of trustees. A sale of the building will follow the removal of its literary treasures to the new library at Fifth Avenue and Forty-second Street, after which the ancient edifice is likely either to be refitted for commercial uses or to give place to a new office building.

* * *

THE VALEDICTORY OF THE SMALL COLLEGE'S BENEFACTOR, Dr. Daniel K. Pearsons, was pronounced on the fourteenth of April, when the venerable donor of five million dollars to needy educational institutions throughout the land celebrated his ninety-first birthday by adding to his benefactions a final three hundred thousand dollars. Undazzled by his opportunity to do some one big and spectacular thing with his great wealth, Dr. Pearsons has sought out the inconspicuous and needy and deserving seminaries of learning, and has helped to show the world what the now too-often despised small country college can do when relieved of the burden of poverty and not obliged to spend three-quarters of its energy in contriving ways to make both ends meet. One of the colleges selected by him for special favors was Berea, in Kentucky, among a race of mountaineers described recently by Governor Woodrow Wilson as "a great left-over fragment of the original stuff out of which America was made." It is now Dr. Pearsons's desire to retire from philanthropic activity and to live in quiet on the residue of his fortune for the remainder of his days.

* * *

THE A. L. A. CONFERENCE at Pasadena, May 18–25, offers a tempting opportunity to librarians and their friends to view the wonders and the grandeur of a most interesting section of our country, as well as to take part in a series of stimulating and instructive meetings. The programme of the proceedings and all necessary information concerning routes and expenses have been so fully presented in the library journals that they need not be touched upon here. It will be the first time that our national congress of librarians has assembled in the South-west.

The New Books.

Problems of Modern Education.*

In the presence of Dr. Hall's two formidable yet engaging volumes of educational essays, the first duty of the reviewer is to indicate their scope and trend. Their crowded and varied content represents the cumulative harvest in many and rich fields, in turn winnowed and ground into the raw material out of which is to be prepared by the skilful, according to their preferred recipes, the staff of the educational life. Although presented as lectures to teachers and special students of education, the appeal of speaker to hearer in this instance needs little concession to be transferred from writer to reader; indeed, the more reflective reaction of the latter has the advantage.

The first volume is devoted to a smaller group of larger problems. It begins with rather heavy guns levelled at the Kindergarten; and considers next most sympathetically the values, for the educational procedure, of Dancing, Pantomime, and Music. Central in the volume, and not far from this position in the didactic perspective, is the treatment of Moral Education,— the worldly problem of good conduct, flanked on the one side by the saintly perplexities of Religious Training and the diabolical outcrop of Children's Lies. Almost equally large in the perspective, and certain to impress many as quite out of focus in the picture, is the truly formidable chapter on "The Pedagogy of Sex." The concluding topic is a direct, practical, and convincing appeal for that comprehensive need, if not panacea, of the day and the generation,— Industrial Education.

The second volume contains more specialized studies. The Child Welfare Agencies in and out of the school are surveyed, together with considerations from another approach akin to those set forth in Dr. Hall's former great work on Adolescence. "The Budding Girl" has the honor of a chapter to herself in the *début* of volume two. The religious interest reappears in "Missionary Pedagogy" and "Sunday Observance." An engaging text, "The German Teacher Teaches," introduces the series of pedagogical applications that follow. These cover the subject of ways and means and purposes in the pursuit — and so much of capture as the chase yields — of Modern Languages, History, Mathematics, Reading, Drawing, Geography. A critical review, which does not spare the stinging rod to spoil the too complacent educational systems, is centered upon the problem of the High School, and branches out to the more public interests of the Press and Citizenship.

The readers — and they are many, and of many kinds — of Dr. Hall's "Adolescence," in either its original or its abridged (or, as it has been dubbed, the expurgated) edition, will be prepared for the plan, presentation, and style of the present chapters. There is here greater variety in all respects; yet the standard is the same. Many of the chapters — such as those on Moral Education, Industrial Education, Child Welfare, etc., — contain incorporated sub-chapters in fine print, full of compilations of data bearing upon the fauna and flora of the educational world, gathered with patience from all lands, languages, and sorts and conditions of writers and views. The encyclopædic scope of the volumes is superhuman. The reference value of the summaries of educational movements, appliances, experiments, data, results, and conclusions makes the work indispensable to every self-respecting educational library. In this stupendous task Dr. Hall has wisely and appreciatively used the aid of many of his ardent disciples and assistants. The argumentative appeal is often scattered by these interpolated compilations; but the whole is a dual-purpose work, and must in the nature of the case be many things to many seekers after truth. Even though this emphasis of the tentative and the temporal will the sooner leave the discussions out of relation to advancing changes, it will the more directly influence the pedagogical practice of the future, — which is the author's cherished hope.

Dr. Hall's style cannot be covered or discovered in a sentence, — even in a long and involved and equipped-for-all-emergencies sentence, such as he is fond of constructing. The style reflects the purpose. But in travel through countries or sciences or literatures, a too crowded bag or kit is an illusory convenience. The increase of equipment is offset by the trouble of finding what is wanted without examining the whole confused content. However, the style, like the presentation, is the author's venture; and the pertinent word of the hour should be sharply addressed to book-reviewers, who conceive their task as a mandate to display their personal sensibilities. It is an admirable discipline for keeping readers catholic to expose them to many styles of many minds;

* Educational Problems. By G. Stanley Hall, Ph.D., LL.D., President of Clark University. In two volumes. New York: D. Appleton & Co.

and Dr. Hall's substance and doctrine will keep his readers and keep them interested.

Dr. Hall relates that when, in the early eighties, he gave his first lectures on pedagogy under the auspices of Harvard University, he was introduced by President Eliot somewhat as follows: "I have never had much faith in pedagogy, for it has seemed to me too often only to make mediocrity and the commonplace respectable. Here is a young man who has studied this science and is fresh from Germany, its home";—the implication being: "Let him convince you—and me—if he can." President Eliot remained unconverted,—and despite the warranted triumphant tone of the preface to the present work, the original educational problem as to the possibility, place, and value of pedagogy remains unsolved,—though with very different reservations.

It has been said that Sociology grew up in the irregular residual area where the frontiers of the surrounding sciences failed to meet, that it homesteaded there and gradually staked out claims over large tracts of the adjoining territory. Yet if the subject matter of these volumes belongs by right of inheritance, dower, conquest, or settlement to pedagogy, sociology is a modest claimant. Obviously the boundaries of the sciences are as artificial as the curriculum; and may be quite properly pragmatically conceived in terms of convenience. But there is danger in the looseness as well as in the constraints of conception, and a yet more practical danger in encouraging the appropriations of areas of specialized thought and effort, under the warrant of an unguardedly liberal franchise. There is presumably not another man in the country who could acquire the first-hand command of this range of knowledge, and at the same time possess the training of the supporting disciplines to give weight to his opinion and grasp to his attack of concrete problems. Will not the patent of authority, so deservedly earned by one, lead to its assumption by others of the "pedagogical" calling, in order "to make mediocrity and the commonplace respectable"?

It is not fair, however tempting and however much some of its advocates invite it, to praise pedagogy with faint damns; nor need the reviewer choose the thorny path of answering questions, when the roseate one of asking them is still open. The history of the term shows merely that words may be used to cast a slur, to honor, and, more neutrally, to describe. The Greek slave who led his master's children to school seems to some still to represent the best service that a pedagogue can perform; to others he still seems rightly defined as a pedant, grown ambitious, prosperous, or presumptious; to yet others, he is an unabashed or accredited professor of pedagogy. What he professes, if he belongs to Dr. Hall's profession, is the study of the child, and of the influences, potential, actual, and desirable, surrounding its development and maturing in this complex, socialized, organized, institutionalized, experience-saturated, yet withal natural, world of ours. Education takes these comprehensive findings and applies them to the shaping of the child's mind to an efficient conformity with accepted ideals. The groundwork of it all is, persistently and consistently, psychology. Child nature must be known intimately, directly, naturally. What the child would naturally do, feel, say, want, think, long for, or rebel against, must condition what can be made out of him in these respects. Pedagogy studies, investigates, quizzes, "questionnaires," observes, experiments, and then diagnoses. It pronounces upon educational procedures by standards thus derived, by the insight thus conferred. It aims to do consciously, analytically, explicitly, what the implicit subconscious, fused emotional impressionism and rational groping of the natural folk-consciousness has imperfectly and with disaster in terms of error and waste, yet creditably, accomplished.

In addition there is technical pedagogics,—the study of those specific processes, proficiences, and complexes, which serve as the instruments of education, and whose efficiency must pass the assay test of pedagogy. The three R's must be analyzed, and the language-processes psychologically interpreted, the technique of mathematics reviewed, the meaning of history examined, the potency of drawing or geography formulated. Yet the instrument implies a service, and the service a goal. So the special and undisputed fields lead back to the general and contested ones; and it is ever the whole child and the whole educational procedure that make the problem. For the illumination of the professional aspects of pedagogical questions usually so crudely and unintelligently attacked, Dr. Hall's volumes are invaluable and will promptly assume a standard place.

As an educationalist, Dr. Hall is a radical; he is so because his loyalty is to a much older conservatism than that sanctioned by a brief tradition,—the conservatism of nature. Man

is an animal like the rest, who feels and does, but accompanies emotion and conduct by a little more thinking than seems necessary for the dumb creation. The tree of knowledge is the source of his fall. His self-classification as *homo sapiens* is presumptuous, or fits only the purposes of books; in life he remains *homo sentiens*, and as such he must be treated pedagogically. The deadly sins of education (and thirty odd are cited in a prefatory enumeration) are violations of child nature; its cruel waste is the non-conformity with the laws of growth; its intolerable stupidities are the setting up in the place of natural food scholastic artifacts, varying in ingenuity and perniciousness from Kindergarten to and through College. The only hope of salvation of doctrine and of amelioration of practice lies in deep exploratory diagnosis, drastic discipline, and reformatory endeavor. It is the ably fulfilled purpose of these volumes to diagnose, prescribe, discipline, and reform.

If emotions and their service for conduct are central in the child, then moral education must be the commanding and critical business of all our provisions; and our failure to make them so is our chief neglect, our unpardonable misunderstanding. Moreover, morality, like all else, has become traditional and false. By not heeding nature, we have become at once too severe and too lax. Our adult ethics do not fit the child, and our theoretical principles do not fit our practices. "For the young child the law of justice should not be keyed too high. He must not be eternally under a sense of deserving evil, and retribution must be mild." "For even girls, cloistered though they be, but especially for open-air boys, the prayer not to be led into temptation is a fatuitous and iridescent dream. We should rather pray for all the temptation that we can successfully and triumphantly overcome." "Children should honor and respect their parents as the decalogue requires. They should do this so far as the parents deserve it." If this seems heretical, there is much more specifically directed against Church doctrine and Sunday School practice, that is far more so. Pedagogy can be no respecter of prejudices in any field.

Our neglect of the moralizing values of educational procedure is due to the over-estimation of knowledge, "which has little or no intrinsic value in and of itself; that it has, is the superstition of rationalism, and is just as misleading on one side as the merely commercial view of knowledge is on the other. Like light, knowledge is good not to see but to see by." Hence morality must be made a matter of emotion and habit, not too much of reflection, which in its extreme as casuistry is "moral Fletcherism." "To be conscious of conscience" is doing right "with a majority of our faculties and not unanimously with all." Now the chief enemy of virtue is laziness, and one of the most common uses of intellect is to find new devices for shirking. "It is hard to reason, decide, judge; and so the minimum of labor often comes to seem the *summum bonum*," as the college student too pointedly illustrates.

The unreality of modern education is but part of its false perspective. Its chief violation is the ignoring of sex. To treat boys and girls alike, especially on the stultifying plea of equality of privilege or capacity, is the colossal blunder or crime. To ignore sex distinctions leads to the ignoring and suppression of sex in education, of that which is the very climax of nature's emphasis. "Our children are generally educated as if they were of the neuter gender." "The sex instinct is so ignored that schoolmistresses have been caricatured as regarding sex as 'an indiscretion if not a positive impropriety on the part of the Creator.'" Few will go so far as Dr. Hall in sexualizing character and conduct; but all must recognize its intrinsic and all-pervasive encroachments upon the purposes of education, its commanding pertinence to such "touchy" subjects as co-education, segregation, and, again, the feminization of cultural interests or of the teaching profession. The contention that such subjects should be debated expertly may be warmly commended, however unlikely this Utopian ideal is of realization, owing to the fact emphasized by Dr. Hall himself, that men (of both genders) are emotional and not notably rational creatures. "Like fire, sex is a wonderfully effective servant, but the most disastrous of all agents, if it becomes master." "Puberty is the birthday of the feelings and the emotions." To affect a realization of the inflammability of the material with which the teacher in high-school and college is dealing, requires first of all the lifting of the ban from the discussion of the problem.

Along with feeling, doing is the business of life; and industrial education is its apprenticeship. Again, teachers must frankly realize that "very few children have any real intellectual interests. Very few have taste or ability for learning. Most boys are in school to get something out of it." What they want and need is training in doing things and all the moral steady-

ing benefits of mastery. "Industrial education brings a far greater good to a far greater number." It also brings it in a better way. The boy respects the man who can do things and will show him how; such teaching is real and masterly, not schoolmasterly. "Anything is cultural that arouses the ambitions of young people to do their best." "To put thought into work is to idealise existence." This text is so large, so pertinent to our national wastefulness, municipal unkemptness, trade incompetency, that it may serve for years of sermons. "America to-day needs a new educational dispensation."

These are a few of the main propositions of the work; its corollaries are many and significant. Because emotion sets the key of education, music is its most effective expression; but appreciation and feeling, not wooden performance, should be its purpose. Because education must be natural, the whole elaborate methodology, sheltering the dulness of teachers, from the symbolic pap of the Froebelites (who cultivate children in pots instead of in gardens) to the futile apologetics of the forced-respiration classicists or the dessicated pabulum of the history lesson-setters with their "antiquated busy-work on kippered events," are all false, delusive, and ensnaring. Because education must be real, teachers must be full-blooded men and women, teaching real things in real ways; and they must feel and know how. Germans know how, and German methods show how. Yet there is hope. "We need nothing less than a great educational revival all along the line, and I believe that it has already begun and that a greater transformation than we have ever had impends."

Without attempting further to suggest the many positive and vital positions vigorously advocated by Dr. Hall, let the concluding considerations be devoted to the initial and pervasive problem of the source of substantiated ideals and their guidance to substantial results. That the rationalization and coördination of educational procedures in needed and valid, is clear. Teachers cannot be like factory-hands, each making one sixty-fourth of a shoe. But will the confusion of cross-purposes, and the drifting of no purpose, and the distraction of shallow purpose, yield to the wisdom of pedagogy and its statistical tables and inquisitive analyses? If interest and devotion to these topics be the test, and the "Babel-babble" of professional educators gathered in convention be the evidence, scepticism is warranted. Indeed, the exposure to half-baked theories, and the amateurish confidence in the efficacy of platforms, are no imaginary obstructions to the development of a true pedagogical sense and a worthy educational judgment. One of the central theories in Dr. Hall's philosophy of education is that of recapitulation: that the child follows and should follow the course of the racial development, and that this gives the clue to our efforts as well as to our interpretations. The theory is suggestive, often helpful. At times one can cite parallel chapters in the two revelations, — rarely chapter and verse. In the hands of the cautious and the learned, the principle is relatively safe, — though Dr. Hall's use of it has exposed him to legitimate criticism; but in the hands of the students of pedagogy it becomes a bid for shallowness, and a blind. The same applies differently but quite as insidiously to many other favorite tenets of pedagogy. The fate of pedagogy depends upon the manner of men who become its leaders. The insight and judgment which they display will give the temper to their teachings and set the tone of their influence. That the study of pedagogy does not of itself confer these benefits, that indeed these benefits arise from virtues of other disciplines and are far from being the natural or acquired prerogatives of pedagogues, is still the conviction of many competent judges. How far, then, are the conclusions of these volumes the result of the author's general wisdom and culture, as well as of his personal predilections, and how far do they follow from the data collected? Will the same data in other hands yield the same conclusions, and be equally worthy of regard?

Let these queries stand without prejudice. The essential need is the culture and poise that can see largely, temperately, and penetratingly. As against the present chance method of placing in control of educational interests, from county superintendent to university president, men of limited, one-sided, and wholly uncorrelated proficiency, the advocates of pedagogy have a strong case. Certainly these volumes set forth the arduous conditions that must be satisfied to qualify for a worthy opinion on educational matters. If by so doing, they will check the stream of vapid rhetoric, ignorant boasting, crude culture, puerile and petty system-making, and self-seeking promoting that make up the mass of current educational speech and thought, they will perform one of several Herculean labors,—for of such proportion seems the scale of present-day Educational Problems.

JOSEPH JASTROW.

With the Pre-Raphaelites and Other Victorian Celebrities.*

The delightful and surprising thing about Mr. Ford Madox Hueffer's "Memories and Impressions," a few chapters of which have already whetted the appetite of "Harper's Magazine" readers, is that, although still in his thirties (having been born in 1873), Mr. Hueffer can bring us so many personal reminiscences of such Victorian celebrities as Carlyle, Ruskin, Burne-Jones, Holman Hunt, the Rossettis, Swinburne, Whistler, Ford Madox Brown, William Morris, Millais, and Meredith. Even if some of his memories are of the derivative nature of Edward Everett Hale's, whereby that venerable author was able to produce a book covering a round century of recollections, his narrative is none the worse for that reason.

Being the grandson of Ford Madox Brown, whose artistic genius seems to have been insufficiently recognized in his lifetime, and the son of Francis Hueffer (or, more properly, Franz Hüffer), a Westphalian of encyclopædic learning and an extraordinary command of languages, the author came into the world with such endowments, of varied sorts, as to generate high hopes in his elders that he would develop into a genius of the first rank. Against the parentally prescribed career of a genius, however, he himself early offered vehement objections, and took his fortunes into his own hands, with some noteworthy results that afford interesting matter for certain portions of his book.

As it is the abundance of new and amusing anecdotes, rather than the philosophical reflections prompted by the incidents related, that constitutes the main attraction of Mr. Hueffer's chapters, and as these anecdotes bring the Pre-Raphaelites before us in the veritable warmth and glow of flesh-and-blood reality, we can do the reader no better service than to reproduce a few of the more characteristic manifestations of genial idiosyncrasy, as noted by the observant author. First, of the Pre-Raphaelite poets as a body, he says what many a reader of their verses must have said to himself at times, and at least half in earnest:

"They took themselves with such extreme seriousness — these Pre-Raphaelite poets — and nevertheless I have always fancied that they are responsible for the death of English poetry. My father once wrote of Rossetti that he put down the thoughts of Dante in the language of Shakespeare; and the words seem to me to be extremely true and extremely damning. For what is wanted of a poet is that he should express his own thoughts in the language of his own time. This, with perhaps the solitary exception of Christina Rossetti, the Pre-Raphaelite poets never thought of."

But an assertion far two sweeping follows soon after, to the effect that ever since Rossetti's day "the idea has been inherent in the mind of the English writer that writing was a matter of digging for obsolete words with which to express ideas forever dead and gone."

Of Christina Rossetti, Mr. Hueffer's favorite among the nineteenth-century poets (despite her connection with the Pre-Raphaelites), he presents a pathetically beautiful picture. The marriage connection that united the two families gave him abundant opportunity to cultivate Christina's acquaintance. Most engaging is her modest shrinking from any open recognition of her merit.

"Ruskin pooh-poohed her because she was not important. And I fancy he disliked her intuitively because importance was the last thing in this world that she would have desired. I remember informing her shortly after the death of Lord Tennyson that there was a strong movement, or at any rate a very strong feeling abroad, that the Laureateship should be conferred upon her. She shuddered. And I think that she gave evidence then to as strong an emotion as I ever knew in her. The idea of such a position of eminence filled her with real horror. She wanted to be obscure, and to be an obscure handmaiden of the Lord, as fervently as she desired to be exactly correct in her language. Exaggerations really pained her. I remember that when I told her that I had met hundreds of people who thought the appointment would be most appropriate, she pinned me down until she had extracted from me the confession that not more than nine persons had spoken to me on the subject."

The author's father, a brilliant and versatile man of letters, and a music critic of authority, is the subject of an amusing anecdote illustrating his unusual powers of memory and his extraordinary audacity. The story refers to the arrival of a certain Prussian prince at Berlin, where young Hüffer was about to take his degree.

"One evening my father was sitting upon his balcony, while next door the worthy rector [of the University] read the address that he was afterward to deliver to the prince. Apparently the younger members of the institution addressed the prince before the dons. At any rate, my father, having heard it only once, delivered word for word the rector's speech to his Royal Highness. The result was that the poor man, who spoke only with difficulty, had not a single word to say, and my father was forthwith expelled without his degree. Being, though freakish, a person of spirit, that same day he took the express to Göttingen and, as a result, in the evening he telegraphed his mother: 'Have passed for doctor with honors at Göttingen,' to the consternation of his parents, who had not yet heard of his expulsion from Berlin."

* Memories and Impressions. A Study in Atmospheres. By Ford Madox Hueffer. Illustrated. New York: Harper & Brothers.

Certain glaring improbabilities, especially the incredible celerity with which the journey to Göttingen and the securing of a degree were accomplished, in the same day with a necessarily tedious public function at the Berlin university, make it impossible to accept the story in its present form; but one is ready to believe extraordinary things of a man who, while his native tongue was German, acted for many years as music critic to the London "Times," London correspondent to the *Frankfurter Zeitung*, London music correspondent to *Le Menestrel* of Paris and to the Rome *Tribuna*, and was at the same time an authority on the Troubadours and the Romance languages, and the author of poems in the Provençal dialect.

A homely detail, delightfully characteristic, is brought out in connection with Ford Madox Brown's patronage of Whistler, whose etchings the older artist especially admired. Going on a certain occasion to a tea party at the Whistlers' in Chelsea, Mr. Brown "was met in the hall by Mrs. Whistler, who begged him to go to the poulterer's and purchase a pound of butter. The bread was cut, but there was nothing to put upon it. There was no money in the house, the poulterer had cut off his credit, and, Mrs. Whistler said, she dare not send her husband, for he would certainly punch the tradesman's head." It was a troubled and more or less quarrelsome (genially and good-naturedly quarrelsome) existence led by the artists and the authors with whom Mr. Hueffer was brought in daily contact during his boyhood, which appears to have been largely spent in his grandfather's large old house at No. 120 Fitzroy Square, — the very house once occupied by Colonel Newcome, if we are to credit the combined testimony of Thackeray and Mr. Hueffer. The admirable part, however, of the turbulent conduct of all these irritable bards and fractious painters was that, however hotly they abused one another to one another, they loyally championed the common cause and defended their comrades against assaults from without.

In the latter part of his book the author gives expression to some unexpectedly pessimistic opinions concerning modern ideals, modern literature and art, and modern literary methods. He professes to find the commercial instinct predominant in writers, and the beautiful enthusiasms all dead and buried. Surely Mr. Hueffer is not yet old enough to be entitled to the privileges of a *laudator temporis acti*. It must be the buoyancy of youth that makes him indulge in this luxury of lamentation, an indulgence common to all of us before we thoroughly learn how many hard knocks and how many cruel disillusionments we can receive without appreciably diminishing the zest of life. However, let us quote from one of his despondent pages, if only for variety's sake:

"And along with all this there has gone the tremendous increase in the cost of living and the enormous increase of the public indifference to anything in the nature of the arts. This last — and possibly both of these factors — began with the firing of the first shot in the Boer War. That was the end of everything — of the Pre-Raphaelites, of the Henley gang, of the New Humor, of the Victorian Great Figure, and of the last traces of the mediæval superstition that man might save his soul by the reading of good books."

If it were not that so many others, in all ages, had solemnly assured their contemporaries that the bottom had dropped out of everything, we should be alarmed by the foregoing and other passages in the same key. As it is, we shall continue to take hopeful pleasure in life and in literature, including in the latter Mr. Hueffer's excellent book. A single regret tempers our satisfaction, and that is that Mr. Hueffer has not more of his aunt Christina's passionate desire to be "exactly correct" in the use of language, — a little more of the Pre-Raphaelites' fondness for digging into the old authors for lessons in style. Not all those who lived before the blessed seventies and eighties are dead yet.

PERCY F. BICKNELL.

DISENGAGING THE ESSENCE OF GREEK POETRY.*

Most lovers of life and literature experience an occasional mood of rebellion against the pervading tyranny of Greek influence on the history of culture. It is so irritatingly unescapable. And in the development of art one feels instinctively challenged when the ivory sceptre of perfection seems to be transformed into the iron mace of authority. But rebel as we will, we finally submit. We may hold out against both mace and sceptre; but we must yield our homage to the divine right of vital charm. And back of all criticism and praise lies that final mystery. A thousand eulogists may insist that it was the gift of the Greek to combine direct naturalness with formal perfection, to reconcile spontaneity with discipline; that it was their privilege never to do too much or too little; that they of all artists attained

*LECTURES ON GREEK POETRY. By J. W. Mackail. New York: Longmans, Green, & Co.

unity, harmony, and simplicity. All of this is true. But at the end we are prone to say that the Greek writer of verse or worker in stone wrought and achieved by the grace of Athena, and to feel that the Virgin Goddess has never vouchsafed a full explanation of her largess.

Howbeit, each generation of men may receive a new message from Greek poetry, for each generation sees with new eyes and hears with new ears. Furthermore, a thoughtful student will now and then discover some tiny secret that has escaped his predecessors; and once in a thousand years the supreme critic will arise and reveal some new and splendid vista. But in the realm of literary criticism the genuinely apocalyptic vision can be granted but seldom, so we may well be grateful for the loving, careful presentation of any profound scholar who is at the same time a gifted writer and is willing to speak to our heart as well as to our brain.

This is the sort of critic we have in Professor J. W. Mackail, who is just retiring from the chair of Poetry in the University of Oxford. The immediate predecessor of the present volume was "The Springs of Helicon," a study in the progress of English poetry from Chaucer to Milton. Some of Professor Mackail's earlier works were his delightful "Select Epigrams from the Greek Anthology," his fine biography of William Morris, and an unpretentious but admirable History of Latin Literature—offered as "a last tribute to the memory of my dear friend and master," Professor William Sellar. And the names of Morris and Sellar are of special significance for the present volume, inasmuch as almost every page therein reveals the influence of the great socialist-poet and of the polished classical critic; of the former by its insistence on the close relation between life and art, and by frequent explicit mention; of the latter in its masterly style and its literary judgments. But I do not mean that there is anything like imitation or borrowing; the influence is purely spiritual, if I may so word the thought, and in every way helpful.

In his "Lectures on Greek Poetry," Professor Mackail is "dealing with one chapter in the larger and more comprehensive study of the Progress of Poetry. That study regards poetry, from first to last, and in all its contemporary or successive incarnations, as a continuous function of life, of which it is at once an interpretation and a pattern." And these words, "an interpretation and pattern of life" occur so repeatedly throughout the volume, that there can be no possible doubt that they are intended to give us the *leit motiv*, promptly and unmistakably. As to the method followed, we may let our author speak for himself:

> "In 'The Springs of Helicon,' I dealt with the progress of poetry in England as, in the course of its evolution, it took shape in the work of three great poets, Chaucer, Spenser, and Milton. In these three poets, at long intervals, the movement of poetry became as it were visible and incarnate. Each absorbed into himself, and communicated to his own age, and to us, the effective integrated meaning of poetry as it had then been reached. The rest of English poetry, during the three centuries in question, places itself in relation to them. They supply key-notes, points of arrival and points of departure, for the whole of English poetry regarded as a continuous, progressive, and organic evolution.
>
> "This volume of lectures proceeds on a somewhat analogous method. It does not on the one hand make any attempt to give a general history of Greek poetry, or any complete review of the work of the Greek poets; nor on the other hand does it deal with its subjects by abstraction and generalization; and it treats of the poetical movement which was part of the life, and is still part of the vitalizing force of Hellenism, mainly as that movement was embodied or manifested in the work of single poets."

In accordance with this plan the author gives us three chapters on Homer; two on the lyric poets; and one chapter each on Sophocles, Theocritus and the Idyl, and Apollonius Rhodius.

His treatment of the Homeric question is the treatment of a literary man who is not interested primarily in archæological controversy but in "the two things that really matter, the Iliad and the Odyssey." However, it is significant that after all the extremes of polemics he can quietly take the position that the Iliad, essentially the Iliad as we now possess it, is the work of one poet. By the beginning of the ninth century B.C. the potentialities of epic poetry had been created by thousands of singers and countless songs. "Then the epic poet came. Somewhere on the Ionian coast or among the adjacent islands, in a sky sown with the dust of stars, a great planet rose. Homer conceived and executed the Iliad." We are a long way from the romantic criticism that regarded the Homeric poems as a sort of unconscious outworking of the folk soul, or even from the confident separatism that still dismisses unity of authorship with a contemptuous shrug. Professor Mackail not only accepts this unity for the Iliad, but even admits the possibility that the Odyssey may be a later work of the same author, although he thinks a separate authorship more probable. In this connection he points out some fruitful analogies from "the works of the most Homeric of English poets"—William Morris, and from Milton. On the whole our author says little about Homer that is

really new. Indeed, what is there left to be said? But he does write enjoyably and finely, and there is real suggestiveness in his parallel between the periods represented by the Homeric poems and by the Arthurian cycle. One will seldom read seventy-nine pages on the same themes with equal pleasure.

After Homer a strange confusion sets in for Greek history. We have grown to know that old Epic world fairly well; and we naturally know historic Greece, beginning, let us say, with the age of tyrants. But the intervening centuries are provokingly dark. It must have been a period of rude and rapid reconstruction, not so cataclysmic in either political or literary history as our critic assumes, but still a period of hurrying change. People were migrating hither and thither; new centres of civilization and power were arising; new political forms and civic institutions were moulding society. We are getting ready for the Sparta and Athens and other states of historical times. And in the course of literature there was much the same sort of confused activity, destruction, and development, until we find that in Ionia and the islands the forms of iambic, elegiac, and melic poetry are ready for the master hand. But while we know a little of the process, and may conjecture more, the period is relatively dark, so that our critic is fairly justified in saying that the splendid epic sunset is followed by a night of one or more centuries.

"And then the sleepless magnificent dawn awakes the nightingales." With this line, a sort of immortal waif, Professor Mackail passes to lyric poetry. It strikes a high note, but throughout the chapter on "The Age of Freedom" the note is admirably sustained. Here our author is the same marvellous critic that one learned to honor in his "Selections from the Greek Anthology," and we can do no better service than to quote a few of his sentences about Sappho:

"Only in the very greatest poets, and in these when they are at their best, do we find this inexplicable and overwhelming simplicity, the outcome of faultless instinct acting on elemental emotion. It is the ultimate magic of art. We read a few simple words simply put together; we admire them and pass on; and then we find that there is some witchery in them that makes us go back, and again back, and yet again back, to make sure that we have not missed something, to try to find what it is in them that moves us so. We dilute and dilate them (the phrase is that of Swinburne in speaking of his own attempts to render the fragments of Sappho into English); we lavish our utmost resources on trying to express some mere fraction of the beauty we find in them; and in the end we find that we have merely blurred and confused what we have been trying to elucidate, that the magic and mystery still seem, as they seemed at first, just beyond our reach."

But I must utter one note of warning. Let not the ordinary mortal, who is fairly at home in the classic tongues, hope to equal our author's enjoyment of the music of the Lesbian nightingale in her tuneful native song. It is a question how many modern scholars can hear Greek as Professor Mackail hears it. Indeed, one sceptic has openly doubted whether anybody ever attains such a delicate and accurate appreciation of the sound of an alien tongue as is implied by Professor Mackail in some of his criticism. However, one could name a few enthusiasts who believe they have attained this perfection; and in such a case the sweet delusion, if delusion it be, is almost the same as the reality.

It would be a pleasure to take up the remaining chapters in detail; but perhaps the foregoing will serve to indicate our author's method and strength, and I must omit much of what I should like to say. Obviously, the danger of Professor Mackail's plan is that he may choose his particular poets unwisely, or neglect to indicate the thread connecting period with period. In the latter respect he has done all that the plan allows, and in the former he has been felicitous with one exception. But to me that exception seems important and regrettable, for he has limited his treatment of Greek drama to Sophocles. The period is familiar to all of us, and for Professor Mackail the crucial question was whether it was possible to find one poet who might be taken as the sole representative of this remarkable age. He answers unhesitatingly. "Attic poetry is the drama: and the Attic drama is Sophocles; for Sophocles is the single poet who embodied actually and completely the spirit of Athens." But if Greek poetry is to justify Mr. Mackail's keynote and be an interpretation of Greek life, we must dissent most vigorously from his conclusion. Doubtless most of us would vote that Sophocles be awarded the tragic prize; nor can we ever forget the line wherein Professor Mackail's illustrious predecessor declared that the singer of sweet Colonus, and its child, saw life steadily and saw it whole. But no treatment of dramatic poetry in relation to the Athenian spirit, and to the subsequent influence of that spirit on the Mediterranean world and later thought, can be in any measure satisfying without some adequate discussion of Aristophanes and Euripides.

It is true that these two dramatists are rather uncanny children to deal with; but our author is himself aware of the lamentable incompleteness due to their omission, and I have no doubt that his powerful hand would have fitted them into his plan. As it is, one must feel that his treatment of the drama as the representative literary product of the period remains unfinished and unsatisfactory. To anyone who reads our author's chapter on Sophocles this criticism will seem a bit ungrateful; for the chapter is simply admirable from beginning to end. Indeed, its very excellence is an answer to Professor Mackail's plea as to space; for any lover of Greek literature would be grateful for the additional sixty or seventy pages. I append a few sentences just to show what we are missing:

"And thus to the Electra, as to the whole marvel and mystery of life embodied in the poetry of Sophocles, there is no solution; for a solution would imply that there was something beyond life and greater than life. Or if we can speak of a solution, it is simply this, that life goes on, renews itself, and moves triumphantly forward for ever; in a word, that life *is*. One might almost say that to his art, ethics and religion, the problem set and solved or declared insoluble by the thinkers, do not matter. . . . With a power, an ease, a skill which are the culminating achievement of the Greek genius, he employs the endless miracle of language to express and interpret, to set out in clear faultless pattern, the fathomless miracle of life."

The rest of the book is marked off by the words, "After Athens," a really felicitous touch, for it sums up the feeling of all readers of poetry. From the Athenian drama our author moves to the varied poetry of Alexandria, hinting as he passes at those last notes of "Hellenic poetry in its full purity and authentic tone" that came appropriately from outlying lands. The Alexandrians he treats as "the interpreters of Hellas and forerunners of Ausonia." And with that summary I must content myself, merely noting that he appreciates and succeeds in bringing out the real services of those Hellenistic workers and writers. I may allow myself, however, one brief comment. Professor Mackail shares a common difficulty of students of this period. "The extraordinary and long-continuing popularity of the Phaenomena and Diosemeia has long been one of the puzzles of literary criticism." It seems perfectly clear to me that the answer is to be found in the subject matter, not in the negative merits of style as enumerated in the text. These centuries were interested in scientific questions, and men read these treatises singly as being accessible and on the whole more readable than any others.

The last chapter, on "Apollonius of Rhodes and the Romantic Epic," derives new interest mainly from the frequent references to William Morris. Unfortunately, I am a rather blind admirer of Morris, so I am probably prejudiced; but it does seem to me that this introduction of the modern poet has a genuinely vivifying effect. It is hard to grow enthusiastic about Apollonius. Nobody reads him except under duress; but he did furnish material for the "Aeneid" and for the "Life and Death of Jason," and so abides as a sort of warning that one should never despise tiresome things or people.

In conclusion, may I say that the volume before me seems important and admirable? I should presume to differ from many minor conclusions; but it is the work of a reviewer to give the general effect of a book, rather than to quarrel about details. Here and there are tiny touches of over-refining or even of pedantry; but they do not constitute a material blemish. I think a little is lost by not leaving the studies as frankly separate lectures; but on the other hand much has been gained. The work is by no means intended for readers who have not already wandered freely among the fields and flowers of Greek poetry. But for those who have so wandered the author has done much. If he has not altogether succeeded in "disengaging the essence" of Greek poetry, he has encouraged his readers to attempt to disengage it for themselves. And after all, this may well prove to be the more valuable service.

FRED B. R. HELLEMS.

A GREAT EDUCATIONAL REFERENCE WORK.*

For a number of years, students of education in America have been discussing the advisability and the feasibility of preparing an educational cyclopedia. The need of a work of this kind has been felt more or less keenly; but until recently those who have been interested in the enterprise have not been able to agree upon the character and the scope of such an undertaking. Some have felt that it should cover every aspect of education, while others have maintained that such a treatment would necessarily be too general to diffuse. The present cyclopedia, however, has been worked out on

*A CYCLOPEDIA OF EDUCATION. Edited by Paul Monroe, with the assistance of departmental editors, and more than a thousand individual contributors. Volume I. New York: The Macmillan Co.

the extensive rather than the intensive plan. The aim has been to treat all phases of education, but not to discuss any topic in an exhaustive way. In this first volume there are articles on the following divisions of the general field: educational history; educational biography; the administration of education; the supervision of instruction; psychology; school architecture; the hygiene of studies; educational institutions; systems of schools, native and foreign; methods of teaching; and what might be called the philosophy of education. About ninety of the most distinguished educators in America, and fourteen or fifteen in foreign countries (mainly in England and Scotland), have prepared the articles for this volume. The majority of these writers are universally regarded as the highest authorities in their respective departments; but there are a few names that are new in educational literature.

The editor states that the purpose in the preparation of the cyclopedia has been to make a work of reference that may be of service to students of educational theory, to practical teachers, and to professional men — ministers, editors, and others—whose interest in education is only general. To this end each of the main divisions of education has been placed under the supervision of an expert; and it was intended that the complete work should furnish a condensed text-book on educational theory, the history of education, the administration of education, educational methods, and so on. Following the discussion of each important subject, there are listed a number of references, so that one who is interested in a topic may pursue it further at his pleasure.

To the present writer it seems that certain divisions of education have been especially well treated in this first volume of the cyclopedia. Topics relating to the history of education, educational biography, school systems, the administration of education, and the hygiene of studies appear to have been given particular attention; and they seem, on the whole, to be treated in a more effective way than topics relating to the theory of education, educational methods, and the like. This is due to the fact that it is easier to secure definite data upon the former than upon the latter group of topics. When it comes to treating scientifically and effectively the principles of education and educational methods in very limited space, the makers of cyclopedias encounter tremendous difficulties. In the present volume, the space devoted to these latter subjects seems inadequate in view of their importance and their complexity; and the present reviewer feels that on this account their treatment is not in some respects satisfactory. Take, for instance, the article on "Art in Education." Its historical and psychological foundations, its present position in the curriculum of studies, and the methods of teaching art in the schools are considered; and the discussion of all these topics occupies not over nine pages of the cyclopedia. During the last few years, there have appeared numerous volumes dealing with the methods of teaching art, to say nothing about the history, the psychology, and the philosophy of art, and its place in an educational system. The article in the cyclopedia is in no sense a *résumé* of this literature, but rather a fragmentary view of the fields covered. For the student of education the treatment will seem rather commonplace; and for the novice it is too general, non-concrete, and non-specific to be of service. Again, the article on Arithmetic treats the history of the subject as a science, its general nature, the history of methods of teaching it, and its present status in the curriculum,—all in less than four pages of the cyclopedia. At the same time four pages are given to education in the Argentine Republic, over four pages to the history and organization of education in Arkansas, and about as much space to the history and organization of education in Arizona. Over thirteen pages are devoted to a discussion of education in Belgium. These instances are cited merely in illustration of the topics upon which the cyclopedia lays stress, many of which will be of very slight interest to the "rank and file of the teaching profession," whose needs the cyclopedia is designed to meet.

As intimated at the outset, educational men differ regarding the aim which should be kept in view in a cyclopedia of education. Those who hold that it should give general information, which may be of service to the man who is neither a specialist nor a practical teacher, will feel that the present cyclopedia has been wrought out on the right plan; but for one who believes that it should strive to influence practice, to help the teacher at the point of contact in teaching, to bring to his aid all that is known regarding the tendencies, interests, and social and intellectual needs of childhood and youth, and the most economical and effective methods of securing educative reaction from pupils,—such a person will feel that the present work leaves something to be desired in this regard. The article on Arithmetic, for

instance, to which reference has been made, (and it is one of the best of the articles relating to educational values and methods) offers little if anything that the practical teacher can utilize. If teachers could be made to read the historical part of the article, it might suggest to them the order in which the child must assimilate the subject; but yet the treatment is so very general, owing to limitations of space, that it does not bear concretely and definitely enough upon the actual processes of teaching to appeal to the practitioner. Scarcely a word is said regarding the proper methods of teaching this subject. A few suggestions are offered in respect to the place of arithmetic in the curriculum; but these suggestions are of doubtful value, because it is possible they are not in accord with contemporary tendencies in respect to the position which this subject should occupy in a modern curriculum. To be specific, the article says (page 207) that while there is some attempt to curtail the arithmetic in the elementary school, omitting it from the first school year, yet this is "a doctrinaire idea that is not taken very seriously." But the next article, dealing with the hygiene of arithmetic, takes direct issue with this statement, presenting arguments against beginning arithmetic in the first grade. It says (page 209) that according to our present knowledge of hygiene in the teaching of arithmetic, "formal instruction in this subject should not be begun before the age of eight or ten." Any teacher needing light upon the teaching of arithmetic to first-grade children would be rather more confused after reading these articles than be was before. It is doubtful if this confusion would have resulted if the articles had been worked out in greater detail, for the authors are the highest authorities on these subjects. But the subjects are too complex to be treated in so brief a way.

To illustrate this point further, mention may be made of the article on Algebra. This subject is treated in regard to its general nature, its history, and its present status in the curriculum, in a little over two pages. In dealing with present tendencies in regard to the subject, the article states in effect that there are tendencies at work which are likely to lead to the extension of algebra in the schools. At present algebra is taught for a year and a half in most high schools; and according to this article, there is likelihood that in the future it will be extended over a longer period. During the past few years, the writer of this review has visited many secondary schools in various parts of the country, and in his opinion the statement that the time given to algebra is likely in the future to be extended is fundamentally erroneous. On the contrary, there seems in many sections of our country to be a disposition to curtail the time devoted to this subject. In some cities, action has been taken looking toward making algebra elective in the secondary schools. In at least one state in the Middle West, the superintendents of the state are debating a proposal to shorten algebra to one year, and to make it elective. The appearance of new text-books in which arithmetic, algebra, and geometry are taught to some extent simultaneously and interrelatedly, indicates a disposition to minimize pure algebra, so to speak, and to make it become of service to arithmetic and geometry. It seems probable that a teacher in reading this article would get a wrong conception of what the developing views in this country actually are in respect to the educative value of this branch.

Of course, when it comes to treating contemporary tendencies in a cyclopedia, authors are on insecure ground; and yet this is precisely the phase of education that needs most to be effectively handled in order that practice may be affected beneficially. Those who deal with tendencies ought to have had an opportunity to come into intimate contact with teaching and teachers in various sections of the country in order to determine what the prevailing sentiment is in regard to values and methods. The fact that we speak of *tendencies* indicates that they have not become well enough defined, so that one may consult literature in order to learn definitely what they are.

Voume I. of the cyclopedia will be of value primarily to those who want to secure general information regarding educational biographies, institutions, the history of education, and the meaning of psychological and educational terms. It will meet the needs of the layman who wishes a brief survey of topics in any of the divisions of education, but who does not want to go far into any topic, and who has no need to apply in actual practice what he gains in his reading. It will be of value also to the student of education who may wish to have at hand accurate information upon the general phases of a great variety of educational subjects. In sum, the book will be valuable for the information it gives, rather than for its scientific treatment of any topic, or the light it throws upon the problems arising in actual schoolroom situations.

In order that it should be of great value to the "rank and file of the teaching profession,"

it would be necessary to change its character somewhat in succeeding volumes, treating the science and art of teaching in greater detail, and saving space by eliminating articles that can be of interest to only a very small number of teachers,—such articles, for instance, as the one on Archæology, which is just as well treated in other cyclopedias, and it hardly seems necessary to incorporate it in a cyclopedia of education.

The nearest approach to the treatment of concrete school conditions and needs seems to be in the articles on school architecture and the hygiene of teaching. Such a term as "Adjustment," say, which has recently come to occupy so important a place in educational literature, ought to be treated in some detail; but as a matter of fact, it is here disposed of in two hundred words. Such subjects as Child Study, Adolescence, and the like ought, it seems, to be given generous space in a work aiming to influence contemporary thought and practice in teaching, rather than simply to present established knowledge of general interest. It appears to the present reviewer that it is these great interests which are now in the process of taking definite shape that ought to be given primary place in a cyclopedia of education, in order that tendencies may be influenced and directed by an effective statement of the best wisdom in the world in respect to such matters. Due emphasis should be put upon the *effective statement* of educational truths. A book on education ought to observe psychological methods of exposition and illustration in its own content. Pictures, diagrams, and especially a wealth of concrete detail ought to be freely employed; effective method demands these aids to understanding, and these essentials for the awakening of interest on the part of the novice. It may be hoped that in future volumes of "The Cyclopedia of Education" more liberal use will be made of graphic and other aids in exposition.

Every one will grant that great credit is due the editor, his associates, and the publishers for undertaking a work of this magnitude in so scholarly and dignified a way. It is safe to say that this cyclopedia will go quite beyond anything that has yet been done in any language in the direction of summing up in an authoritative manner what is established about education in all its varied phases. American teachers have a right to take pride in the fact that a work of this importance should be initiated and carried through in this country.

M. V. O'Shea.

Mr. Chesterton's Gargoyles.*

About a book of Mr. Chesterton's the reading public needs to know nowadays but one thing: is it Mr. Chesterton in gay mood or serious? A part of the reading public needs not even that crumb of interesting information; it has no use for Mr. Chesterton in any mood whatever. Of the rest, some enjoy him in every mood; some prefer him in the studied solemnity of "Orthodoxy" and "What's Wrong with the World"; others are bitterly disappointed whenever, by choosing to be problematical, he misses a half-yearly opportunity of being whimsical,—of diverting us into by-paths of delicious nonsense, of teaching us how to spend such leisure moments as the strenuous spirit of the times leaves us for the enjoyment of what M. Maeterlinck has delightfully called the "Little Happinesses" of our humdrum lives. It is perhaps already evident that we prefer Mr. Chesterton frivolous; a preference which we strongly suspect Mr. Chesterton of sharing.

Mr. Chesterton's new book of clever inconsequentialities is entitled "Alarms and Discursions." In a very amusing preface he explains that he wanted to call it "Gargoyles."

> "Traces of such an intention can still be detected (I fear) in the second essay. Some time ago I tried to write an unobtrusive sociological essay called 'What is Wrong.' Somehow or other it turned into a tremendous philippic called 'What's Wrong with the World,' with a photograph of myself outside; a photograph I swear I had never seen before and am far from anxious to see again. Such things arise from the dulness and languor of authors, as compared with the hope and romantic ardour of publishers. In this [the present] case the publisher provided the title: and if he had provided the book too I dare say it would have been much more entertaining."

The publisher's title, if not as original and thought-provoking as "Gargoyles," is still sufficiently apposite. There are naturally plenty of "Discursions" in the book; also a reasonable number of "Alarms," including at least one each for reactionary dukes, theorizing anarchists, and over-confident criminologists, besides several for careless motorists, and a varied assortment for the casual reader, who has not hitherto had his eyes opened to the many "wild and wonderful things that you can learn by stopping at home"—in the enlivening society of G. K. C.

Those persons who are wont to complain of a wearisome sameness in Mr. Chesterton's topsy-turvy mental processes and attitudes, may be

* Alarms and Discursions. By Gilbert K. Chesterton. New York: Dodd, Mead & Co.

relieved to hear that he has recently made one tremendous change in his habits. He, who is "a Cockney not only on principle, but with savage pride," who considers Nature-worship "more morally dangerous than the most vulgar man-worship of the cities," who prefers greengrocers to greens, and supports his preferences by calling attention to the fact that when you want to compliment a man upon his solid worth you call him not a turnip, but, in the nobler Cockney metaphor, a brick,—despite all these theories Mr. Chesterton has finally struck his colors. He has abandoned London for a Country Seat. This estate includes a garden, in which Mr. Chesterton does not dig. "When I find a Country Seat," he announces blithely, "I sit in it." But the roses in the garden appeal to their owner as "royal and dangerous"; the vegetables suggest observations on the spiritual value of the image of eating, and that leads to an enthusiastic encomium upon cheese; while a raid of little black pigs upon the premises serves to introduce a particularly cogent discussion of Futurism, fools, and prigs.

Some of Mr. Chesterton's best frivolities are to be found in his latest volume. There is, for example, his illuminating division of humanity into "The Three Kinds of Men": People, who have queer ideas that they cannot express; Poets, who make these popular sentiments seem as strange and delicate and satisfying as they really are by expressing them, whether in prose or poetry; and Prigs, who "rise above the people by refusing to understand them: by saying that all their dim, strange preferences are prejudices and superstitions."

There is, again, his approving analysis of "The Strangeness of Luxury" to normal minds, as typified by the harassed little seamstress from Harrow Road, who, being equally unfamiliar with meadows and motor-cars, will find the first only "pleasant, free, and a little lonely" and the second magical and monstrous,—quite properly, since motoring is almost as magical as going to the moon, and quite as monstrous as riding an avalanche — "another swift, successful, and thrilling way of coming down a hill." Particularly complete and satisfying, as is becoming in a projected title-essay, is the treatment of "Gargoyles," which involves neatly epigrammatic definitions of Greek and Gothic art, of realism and romanticism, and, finally, of Chestertonian journalism, — that is, Chestertonian "Gargoyles."

"The finest lengths of the Elgin marbles consist of splendid horses going to the temple of a virgin. Christianity, with its gargoyles and grotesques, really amounted to saying this: that a donkey could go before all the horses of the world when it was really going to the temple. Romance means a holy donkey going to the temple. Realism means a lost donkey going nowhere. . .

"I am a mediævalist and not a modern. That is, I really have a notion of why I have collected all the nonsensical things there are. I have not the patience nor perhaps the constructive intelligence to state the connecting link between all these chaotic papers. But it could be stated. This row of shapeless and ungainly monsters which I now set before the reader does not consist of separate idols cut out capriciously in lonely valleys or various islands. These monsters are meant for the gargoyles of a definite cathedral. I have to carve the gargoyles, because I can carve nothing else; I leave to others the angels and the arches and the spires. But I am very sure of the style of the architecture and of the consecration of the church."

The people who dislike Mr. Chesterton are the people who would consider gargoyles meaningless and unnecessary. But to some churches some gargoyles are very necessary—on a rainy day. Likewise is Mr. Chesterton very useful to some of us, in some moods. According to the mood we are in, he can make life interesting or at least tolerable, when all other resources fail. When the splendid dreams of the poets are far beyond our reach, when we are tired of strenuous convictions, and out of tune with "sweetness and light," then it is Mr. Chesterton's turn. Mr. Henry James has provided for such occasions a world of interesting people; Mr. Chesterton discovers the same subtle possibilities, the same unsuspected depths of bravery and beauty in facts and things. Mr. James is a glorifier of plain people. Most of us are doomed to live most of our lives "In a Cage"; Mr. James shows us the undreamed-of advantages of a cage for watching the human drama. Mr. Chesterton discovers to us "the wild and wonderful things that you can learn by stopping at home"; and the romantic quality of Mr. Chesterton's common things matches the romantic quality of Mr. James's every-day people. Mr. Chesterton plumes himself on being bluff and downright and simple; in method he is, but in matter never — as no one probably knows better than he. Once in a while Mr. Chesterton's method is annoying; so very often is Mr. James's. But we forgive them both their little idiosyncrasies for the sake of the service they do to romance, — to "Little Romance," we might call it, paraphrasing M. Maeterlinck, in distinction from the greater and finer romance that is not possible or significant for some of us, every day.

No portrait of Mr. Chesterton embellishes the new volume. It is a pity that it did not

occur to his publishers to utilize a new one, recently published, which shows him sitting in the garden of his Country Seat at Beaconsfield. Perhaps Mr. Chesterton objected; perhaps he has seen this new portrait and "is far from anxious to see it again." But, taken in connection with the sparkling humor of "Alarms and Discursions," its atmosphere of suburban peace and comfortable every-day serenity has a symbolic value that it is an artistic crime not to have utilized. EDITH KELLOGG DUNTON.

SOCIAL TENDENCIES IN ENGLAND AND AMERICA.*

Mr. Hobson's volume entitled "A Modern Outlook" is a reprint of essays on social questions which have appeared at intervals during the past three years in the London "Nation." A rough grouping into five sections has been made. One section deals with a variety of topics classed as "Life and Letters"; another with "The Woman of the Future"; a third with "American Traits"; a fourth with "The Church of the Future"; while a fifth is given the comprehensive heading, "Of Politics." It is true, however, that there are at once more harmony and more diversity in the contents of the volume than the classification and grouping would indicate. Diverse as are their subjects, these fragments of discussion and commentary possess an unusual unity of spirit throughout; while the titles assigned them, as well as their subject matter, would permit many to be placed about as well in one of the formal sections of the volume as in another.

Considered collectively, the essays constitute a general and inclusive criticism upon existing human relationships, — an analysis of many current questions by a method of which the author is an undoubted master. He has a self-consistent social philosophy of his own, as well as exact reasoning powers, and his attempt is simply to interpret existing phenomena in a coolly critical and drily logical light. If it be possible to state Mr. Hobson's mode of analysis in a few words, it may be described as the application of enlightened commonsense; and if it be possible to state his general motive or animating purpose briefly, it may be said to be that of exposing and ridiculing sham. The book will be valuable throughout the English-speaking world because of its biting and austere comment upon many ideas, movements, and currently-accepted beliefs that are in themselves founded upon erroneous theories.

It would not be possible to "review," in the ordinary sense of the term, a volume composed of so many more or less separate units. The division of the work that will perhaps be read with the most interest in the United States is that which deals directly with conditions in this country. In this section are essays on such topics as "The American Woman," "Is America Heading for Aristocracy?" "The Boom Child" (an analysis of ex-President Roosevelt), and others. Possibly the most suggestive of the number is the discussion of aristocracy in the United States. Mr. Hobson's view is that the social problem of the future in our country will assume form as an effort on the part of the workers to prevent the permanent establishment of an oligarchy of wealth based upon a new proletariat of subject races. He notes with anxiety the ingress of millions of depressed laborers supplying our industries with raw, cheap, and submissive labor, — an ingress which he considers essential to the maintenance of our modern feudal system. Material well-being, culture, travel, and leisure would in great measure pervade this oligarchy, while the gradual and only semi-conscious development of institutions and standards designed to promote class feeling and prevent the easy rise of men from the ranks of the workers into those of the rulers and directors of industrial society fills him with alarm.

In all this, there is of course nothing new. Yet what Mr. Hobson has to say is extraordinarily suggestive, — made so by the piquant and incisive method of statement and the keen criticism of the pretentious which are characteristic of most of this author's work. "A Modern Outlook" is not an original investigation; it is a volume that presents the interpretations and syntheses of an original mind in the field of social and economic science. Every page is informed with a sound philosophy, and the essays into which the treatment is broken are short enough to permit consideration from the busiest man of affairs.

H. PARKER WILLIS.

* A MODERN OUTLOOK. Studies of English and American Tendencies. By J. A. Hobson. London: Herbert & Daniel. Boston: Dana Estes & Co.

THE CENTENARY of Harriet Beecher Stowe's birth, which falls on June 14 next, will be marked by the publication of a new biography, written by Mr. Charles Edward Stowe, the novelist's son, and Mr. Lyman Beecher Stowe, her grandson. Messrs. Houghton Mifflin Co. will publish the volume, which will contain several portraits.

Briefs on New Books.

A psychic adventure.

Two English ladies who prefer anonymity, deeming it "a great venture to speak openly of a personal experience," have discovered that the neighborhood of the Petit Trianon at Versailles is haunted. They made the discovery in broad daylight on a hot August afternoon in the year 1901. They record this discovery circumstantially in a book called "An Adventure" (Macmillan). They came upon buildings and grottos and groves that are not there now, but correspond to the indications on the older maps; they were spoken to by attendants of the days of the Revolution; and one of them caught a glimpse of Marie Antoinette, passing her by at the time as a strange lady apparently sketching, and apparelled as the memoirs of her *modiste* show her to have been in the year 1792. On a second occasion, in January, 1902, one of the ladies re-experienced the adventure, — saw some men with a cart accoutred as in older days; heard voices and the rustle of unseen figures moving among the trees, and the strains of music afterwards identified as composed in the late eighteenth century. They then researched zealously and devotedly among archives and memoirs, and added many a detail showing that their retrospective vision was historically correct. There is no explanation: "It is not our business to explain or to understand — nor do we understand — what happened to put us into communication with so many true facts, which, nine years ago, no one could have told us in their entirety." They suggest that they may have "inadvertently entered within an act of the Queen's memory when alive"; and the revery that Marie Antoinette may have entertained while a prisoner of the Assembly, uncertain of her fate, is reproduced at length to confirm the adequacy of the hypothesis. It is a strange tale to bear the imprint of Macmillan and the date of 1911. Those for whom psychic research is a portentous and solemn matter will read it with a thrill. Those inclined to scoff will note that the vision occurred to two tired English tourists in the afternoon, *before* the restoration to normality which is the sovereign virtue of a cup of tea. The tolerant will be reminded of the deep philosophy of the tale of the Snark, which likewise has "a flavor of the Will-o'-the-Wisp." Research is a wonderful invention, as the Baconian-Shakespearians have demonstrated.

> "They sought it with thimbles, they sought it with care;
> They pursued it with forks and with hope,"

and they found what they sought. The hypotheses offered are ingenious, ranging from second-sight, ("One of us has to own to having powers of second sight, etc., deliberately undeveloped"), to the possibility of a dramatic tableau arranged by a cinematographic promoter. "Do all that you know, and try all that you don't." But the dire possibility ever remains:

> "Beware of the day,
> If your Snark be a Boojum! For then
> You will softly and suddenly vanish away
> And never be met with again."

Baffling though the mystery of the adventure remains, and though the travellers have not been spirited away but remain to tell the tale ten years later, the most acceptable hypothesis is still that

> "The Snark *was* a Boojum, you see."

English methods for the study of German style.

All German prose should mean more to the thoughtful student after reading Mr. Ludwig Lewisohn's work on "German Style" (Holt). The book has but 184 pages; in fact, its main fault is its brevity. That the first selection should be from Luther and the last from Nietzsche is logical enough, but it is regrettable that, besides these, only Lessing and Goethe and Heine should be represented. Mr. Lewisohn analyzes prose style from the triple standpoint of structure, diction, and rhythm; and he claims for his scheme the virtues of originality, simplicity, and inclusiveness. It is simple and inclusive, certainly, but it is original somewhat in the sense that Shakespeare is original, despite the efforts of Brooke, Greene, and Lodge; for he formulates his scheme in the concluding paragraph of a brief discussion of the theory of Style, in which the names of De Quincey, Flaubert, Goethe, Hegel, Heine, Helmholtz, Lessing, Nietzsche, Schopenhauer, Swift, and Thucydides loom large. He justifies his book on the ground that, from this point of view, English has been "sedulously cultivated," while German has "scarcely been touched." This statement is, in a sense, more antithetic than accurate. From the days of Puttenham (1589) and Opitz (1624), the question has been one of difference in method. English style has been studied as an art; German style has been investigated as a science. Such men as Pater, Newman, Stevenson, Mr. Frederic Harrison, and Professor Saintsbury, have been writing appreciative studies on the beauties of English style; while even men like Fässler, Sievers, Unser, Heinzel, Meyer, Petrich, and Steinert, to say nothing of the many who have written statistical dissertations, have been analyzing and classifying the individual elements of German style. But such a treatment looks too much like algebra, and is repellent even to the advanced student. Mr. Lewisohn has happily adopted the English method. He compares English and German again in his historical outline, showing that when the one was on the crest of the wave the other was in the trough of the sea. Germany, for example, was enjoying in the fourteenth century the subtle expressiveness of Eckhart, Tauler, and Seuse; while England had to be content with the formless "Ayenbite of Inwyt" and the diffuse Mandeville. On the other hand, in the sixteenth century England was enjoying the limpid charm of Sidney and Hooker, while Germany was struggling along with "Till Eulenspiegel" and "Die Schildbürger." The discussion is excellent, written in a

bright and clear style; but to treat seven centuries of German prose in twelve pages necessitates a brevity that would have been questioned even by Larousse. The part of the notes on which too much stress can easily be laid is that pertaining to rhythm. If Nietzsche's prose is sometimes more rhythmical than Lessing's verse, no revolutionary conclusion should be jumped at as a result of this apparent anomaly. Root-accent plays an enormous *rôle* in German. Some writers have a rhythmical mind, others have not. If we hear one German say, "Wir wollen heute in die Schule gehen," and another, "Heute wollen wir zur Schule gehen," we must not at once insist that the former is much given to speaking in iambics, while the latter runs to trochaics. It is not to be inferred that Mr. Lewisohn has made too much of this point; but he has compiled such an interesting list of examples of rhythmical prose that the enthusiastic student may try to carry it too far.

The philosophy of a scientist.

Professor Wilhelm Ostwald is everywhere recognized as one of the great leaders in the scientific advance of the last quarter-century. Withdrawing some years ago from active work in the science (physical chemistry) which he had in large part created, and in still larger part put upon a sound foundation, he has turned his energies into other and very different fields, — notably philosophy and the fine arts. In philosophy, Professor Ostwald's work has attracted wide attention, and on its own merits rather than because of his reputation as a scientist. The result of a small portion of his activity in this direction is presented in "Natural Philosophy" (Holt), a book first published as Volume I. of Reclam's "Bücher der Naturwissenschaft," and now translated by Mr. Thomas Seltzer. The purpose of this volume is to discuss the philosophic basis and import of the natural sciences. The first part deals with a general theory of knowledge, and is followed by sections dealing severally with "Logic, the Science of the Manifold and Mathematics," "The Physical Sciences," and "The Biologic Sciences." The treatment is very elementary, and the style has all the clearness and simplicity for which Professor Ostwald's popular writings are famous. The work brings out little in matters of detail that is essentially new, — though the point of view that puts the energy concept in so important, indeed commanding, a place is original. For the beginner just entering upon the study of science the book will prove a stimulating and helpful introduction to the scientific method. For the general reader the most interesting part of the book will be the last, which deals with the higher relations of the biological sciences. It is not without significance that a scientist approaching the matter along the path of pure reason should reach the following conclusion: "At present mankind is in a state of development in which progress depends much less upon the leadership of a few distinguished individuals than upon the collective labour of all workers. . . . We are living at a time when men are gradually approximating one another very closely in their natures, and when the social organization demands and strives for as thorough an equalization as possible in the conditions of existence of all men."

A banner year in educational advance.

Dr. Brumbaugh, editor of "Lippincott's Educational Series," believes that "the educational developments of the past year surpass in significance those of any preceding year." If this be conceded, a detailed account of what was accomplished in that year, such as is contained in Dr. John Palmer Garber's "Annals of Educational Progress in 1910," which constitutes the eighth volume of the above-named series, should prove interesting reading and at the same time inspire sanguine hopes for the future of humanity. And, indeed, Dr. Garber's book, which is a compact and remarkably comprehensive volume, more than fulfils expectation. Not only topically, but also geographically, does it survey the spacious domain of twentieth-century education at the end of its first decade, making sufficiently clear what is the general trend of educational development, and devoting appropriate attention to the now engrossing subject of vocational training. Among miscellaneous items of interest with which the book closes are to be found paragraphs on such general topics as postal savings banks, old age pensions, irrigation, Professor Wallace's Shakespeare discoveries, forest fires, and "the city beautiful." More space might well have been given to the comparatively new but very important subject of open-air schools; however, the reader can easily turn to Mr. Leonard P. Ayres's excellent book of that title, published a year ago. In the chapter on foreign educational movements, a picture of Mexican progress and peaceful prosperity is given that fails to correspond exactly with present regrettable conditions. One cannot but wish that Dr. Garber's highly readable and scholarly work had avoided the harsh vulgarism of *like* in the sense of *as*. So slight a blemish, however, weighs as nothing in the scale against the solid merits of the book, which performs a highly useful function not undertaken, so far as we know, by any rival publication.

The story of the piano.

The history of the invention and perfection of the piano has in it all the elements of a romance. In his book on "The Pianoforte and Its Music," published as a final volume in the "Music Lovers' Library" (Scribner), this history is clearly and interestingly presented by Mr. Henry Edward Krehbiel, to whom music in this country is already under many obligations. He takes us back to the savage, who, bending his ear to the twang of his bow, learned the secret of sound as the expression of emotion and thought. He takes us through the age-long process until the strings are set in a frame with a key-board; then gradually from clavichord and virginal, from

spinet and harpsichord, the modern piano emerges into the light of day. Of all the musical instruments thus far discovered, the piano on the whole serves mankind the best. It is a veritable epitome of music. Under the right manipulation it can sing like the violin or the human voice; it can also reproduce the effects and harmonies of the orchestra. In many respects it is the instrument of instruments. The composers have adopted it for their very own, and have made it the repository of their deep insight and fine imagination. The organ has been a dangerous rival, and the orchestra with its individualization of parts has felt a decided superiority; but the piano, after all, is an intimate friend, and ever responds to the touch that appeals to it. Mr. Krehbiel makes us acquainted with its comprehensive literature; he shows us how on its developing forms were played the folk songs and dances dear to learned and unlearned alike; then how the great men — Bach, Mozart, Beethoven, Brahms — employed it as the means of setting forth their noble messages; how Chopin, Schumann, and Liszt drew from it a musical investiture of the restless modern consciousness; how Grieg and Tschaikowky made it the mouthpiece of hopes and ideas distinctively national; how Debussy and his fellow impressionists produced from it their new and surprising effects. The musical reader will find this book both entertaining and valuable.

A great English statesman and reformer.

The beautifully printed monograph on John Bright, from the pen of Mr. R. Barry O'Brien, is not a formal biography of this great champion of the peoples' interests. It is instead a series of chapters, most of them rather brief, on Bright's connection with the great movements of his time, to which his active and militant energies were freely given. Among these movements were the abolition of the Corn Laws, in which Bright and Peel were so intimately associated; Irish reforms (though Bright opposed Home Rule); the Crimean War, which he bitterly opposed; and Parliamentary Reform. There is also a chapter on the American Civil War as it appeared to the British, showing Bright as one of the few prominent Englishmen who saw the real meaning of the war. The personal traits and characteristics of this sturdy fighter are bound to interest the reader. He was a man of fine spirit, charming in his home and among his friends, yet really solitary in his inner life. He was outspoken to the point of rudeness in social life as well as in his speeches; yet offense was rarely taken, for his sincerity and severe simplicity were everywhere recognized. His great oratorical power is unsurpassed in the whole course of British eloquence, if indeed it has ever been equalled. A fearless fighter with a passion for justice and this great gift of eloquence could not fail to play a great part in the history of his time. A preface by Mr. Augustine Birrell, taking the form of an appreciation, two fine portraits, and some facsimile letters, add to the interest of the volume. (Houghton.)

An educational remedy for governmental ills.

The problem for solution that Professor Melville M. Bigelow, Dean of the Boston University Law School, presents in "A False Equation" (Little, Brown, & Co.) can best be indicated in his own words, taken from the body of his book. "The fundamental question is, how to uproot the habit of a people and plant another in its place. Can the False Equation be set aside for another which shall truly express the aim of the State and give equilibrium to the insecure arch? The State is in a strait betwixt two difficulties. On the one hand is privilege in the form of monopoly, moving forward at a rate which exceeds the movement of the State to keep it under control; on the other are the disintegrating forces moving at a similar rate and tending more and more to weaken public authority. What is to be done to enable the State to control the hostile forces and make good the Great Trust it has assumed?" The book's sub-title, "The Problem of the Great Trust," will now have been explained to the reader of the foregoing. To meet the demands of the critical situation, says the author, "men must be *produced*," by improved methods of education. "The current idea . . . is that the object of education is simply to furnish the mind; fashioning the brain has no meaning or but the vaguest. It has yet to be learned that fashioning the brain is more important than providing it with furniture, however useful the latter." This is not quite fair and just to modern pedagogy, which has learned that cramming is not educating, and that the perfecting of the mental machine is of prime importance. Nevertheless, Dr. Bigelow's book is timely and valuable, and will have amply justified itself to the world if it prompts others to attempt a more detailed solution of the problem stated than can be expected from a single thinker within the limits of one small volume.

A Harvard graduate's year in a coal-mine.

Ten days after his graduation from Harvard, Mr. Joseph Husband entered the business of coal-mining at the very bottom — four hundred feet below the surface of the earth. His record of twelve months' eventful and, at the last, extremely perilous experience is told in a small volume entitled "A Year in a Coal-Mine" (Houghton). The mine was in Illinois, the miners were of twenty or thirty different nationalities, the incidents of the year were varied and sometimes thrilling, and came to a close in a grand conflagration of the subterranean passages and chambers of bituminous fuel, which at last necessitated the sealing and abandonment of the mine. Rescue work and fire-fighting constituted a large part of the author's strenuous labors in the latter months of this arduous apprenticeship, and one reads between the lines that Mr. Husband showed himself a good deal of a hero, in a quiet and unobtrusive way, when disaster and sudden death swooped down upon the scene of his toil. The habits and superstitions of the miner, and

many of the mysteries of mining itself, as conducted in the soft-coal districts of the middle West, are graphically revealed in the straightforward fashion of one who has something to say and is bent on getting it said with no waste of words. A portrait of the author, in mining costume and grimy with toil, faces the title-page.

Mind cure through the ages.

Dr. George B. Cutten, author of "The Psychological Phenomena of Christianity" and "The Psychology of Alcoholism," has extended his studies in applied psychology by a survey of "Three Thousand Years of Mental Healing" (Scribner). It is a book written for those who run as they read. Yet such personally-conducted tours through famous and interesting regions of thought and practice perform a service for the labor-and-thought-saving tourist. In early faith-cures, the religious element dominated, as it dominated again when the realm of the intellectual endeavor was Christianized in dogma, while yet awaiting a spiritualization of outlook and, later, the practical poise of scientific insight. The traditional survivals and revivals of the old amid the new appear in the world-wide forms of the use of relics, amulets, charms, and systematized practices, the account of which in various lands and times contribute much of the material to the survey; as do in equal measure the records of the methods and triumphs of healers, from the saints to those of the present day. The more detailed perspective naturally falls to recent periods and procedures. Dr. Cutten's survey is creditable in its adaptation to the popular interests of miscellaneous readers. It has no claim to a more critical approval.

BRIEFER MENTION.

There cannot be too many children's books of the type illustrated by Mr. Francis Storr's "Half a Hundred Hero Tales of Ulysses and the Men of Old" (Holt). Despite the best efforts of educators, our children are growing up in amazing ignorance of the great world-stories, mainly for the reason that the school is left to do the work proper to the home. The present volume is of English origin, and the work of various modern hands, with a savor of distinction imparted by the inclusion of Hawthorne's immortal versions of the classical legends.

Messrs. Elias C. Hills and Silvano G. Morley have collected into a volume published by Messrs. Henry Holt & Co., "Las Mejores Poesias Liricas de la Lengua Castellana." There are seventy-six examples in all, the collection starting off with half a dozen romances. We note with special interest that Spanish America is represented to the extent of nearly one-third of the volume. There are poems from Argentina, Colombia, Cuba, Ecuador, Mexico, Nicaragua, and Venezuela. It is a Nicaraguan poet, Don Rubén Darío, who pays his respects to Mr. Roosevelt in the following language, which we hope is not prophetic:

"Eres los Estados Unidos,
Eres el futuro invasor
De la América ingenua que tiene sangre indígena,
Que aun reza á Jesucristo y aun habla en español."

Dr. Monroe N. Wetmore's "Index Verborum Vergilianus" (Yale University Press) is one of those works of scholarship combined with painstaking industry which we trust are suitably rewarded in heaven, knowing well that they will not be on earth. Eight years have gone to its making. The author originally planned a still larger "Lexicon Vergilianum," and the work was far advanced when he found the ground cut from under his feet by a German (whose name we will not advertise), whose code of scholarly ethics seems to have varied somewhat widely from the standard usually set for scholars who are at the same time honorable gentlemen.

Messrs. Ginn & Co. publish as English texts, "David Copperfield," edited by Professor Philo M. Buck, Jr.; "The Deerslayer," abridged and edited by Mr. M. F. Lansing; and Parkman's "The Oregon Trail," edited by Professor William E. Leonard. The Charles E. Merrill Co. publish "The Oregon Trail," edited by Mr. Clarence W. Vail; "As You Like It," edited by Professor Brainerd Kellogg; and "Macbeth," also edited by Professor Kellogg. Messrs. Scott, Foresman & Co. publish "Cranford," edited by Professor Albert E. Hancock; and Stevenson's "An Inland Voyage and Travels with a Donkey," edited by Mr. Arthur W. Leonard.

Professor William Allan Neilson has met a great need in college courses, as well as rendered a service to the general reader, by bringing together in convenient form the principal plays of "The Chief Elizabethan Dramatists" exclusive of Shakespeare. This with Dr. Neilson's edition of Shakespeare, published by the same firm (Houghton), will furnish a text sufficient for a good knowledge of the greatest period of our dramatic literature. The critical material consists of foot-notes explaining unusual words, of short additional notes on the plays, and of brief bibliographies. The additional notes touch upon dates, editions, sources, and the most notable characteristics of the plays. They are models of conciseness.

A group of recent text-books in the sciences gives us "Elements of Geology," by Professors Eliot Blackwelder and Harlan H. Barrows; "Essentials of Biology Presented in Problems," by Mr. George William Hunter; and "A Laboratory Manual for the Solution of Problems in Biology," by Mr. Richard W. Sharpe. These three are publications of the American Book Co. From the Macmillan Co. we have a revised edition of the "Elements of Zoölogy," by Dr. Charles B. Davenport and Miss Gertrude C. Davenport, an elementary work whose usefulness has borne the test of ten years or so. From the J. B. Lippincott Co. we have an "Industrial and Commercial Geography," the work of Mr. Charles Morris.

We do not like to see foreign classics abridged, even for the purpose of making them available as language texts in school and college. Messrs. D. C. Heath & Co. evidently are not of this opinion, for they have just published abridgments of three important French books, "Les Travailleurs de la Mer," edited by Professor E. F. Langley; "Les Trois Mousquetaires," edited by Mr. I. H. B. Spiers; and "Tartarin de Tarascon," edited by Mr. Richmond L. Hawkins. It is not exactly the same treatment that they have applied to an Italian classic — "I Promessi Sposi," — for in this case we are given the first eight chapters nearly complete, upon the theory that they constitute a story by themselves. The editing of this volume is done by Dr. J. Geddes, Jr., and Dr. E. H. Wilkins.

Notes.

A new collection of Mr. Sewell Ford's clever "Torchy" stories will be published immediately by Mr. Edward J. Clode.

Miss Lilian Whiting has just completed a book on "The Brownings: Their Life and Art," in which she will utilize some new material supplied by their son, Mr. Barrett Browning. The book will come from Messrs. Little, Brown, & Co. in the Autumn.

During the present month Messrs. Little, Brown, & Co. will issue "The Danger Zone of Europe," a book by Mr. H. Charles Woods, F.R.G.S., dealing with political problems in the near East; and "Crime: Its Causes and Remedies," by the late Cesare Lombroso.

"The Glory of Clementina" is the title of Mr. W. J. Locke's new novel,—not "Dr. Quixtus," as was incorrectly stated in our last issue. The story is to run serially in the "Saturday Evening Post," and in August will be published in book form by the John Lane Company.

A description of perhaps the most exciting Presidential campaign in American history is announced by the Macmillan Co. in "The Presidential Campaign of 1860," by Mr. Emerson David Fite, author of "Social and Industrial Conditions in the North during the Civil War."

Lieutenant Arthur A. Clappe, of the Royal Military School of Music and sometime teacher of music at the United States Military Academy, West Point, is preparing for Messrs. Henry Holt & Co. a book on "The Wind-Band and Its Instruments," which will be fully illustrated.

American publishing rights of two successful novels of the English season,—"The Early History of Jacob Stahl" by Mr. J. D. Beresford, and "The Old Dance Master" by Mr. William Romaine Paterson (whose previous novels have been published under his pen name, "Benjamin Swift"), have just been acquired by Messrs. Little, Brown, & Co.

It is welcome news that a new book by Mr. J. M. Barrie may be expected in the Autumn. It is now nearly ten years since Mr. Barrie definitely turned aside from the making of books to the making of plays. Some time ago a rumor was afloat that Mr. Barrie was thinking of telling the world what happened when Wendy grew up, and it is likely that this will be the subject of his coming book.

A volume by Mr. Clinton Rogers Woodruff, Secretary of the National Municipal League, entitled "City Government by Commission," is announced by Messrs. D. Appleton & Co. The book will give in compact form a definition and description of this rapidly spreading system, a discussion of the principles underlying it, and an account of its actual operation, as well as of the results which have followed its application.

Some forthcoming publications of Messrs. Putnam's Sons, not previously announced, are three novels,—"The Claw" by Miss Cynthia Stockley, "The Story of Quamin" by Mrs. William H. Drummond, and "The Revolt at Roskelly's" by Mr. William Caine; and, among miscellaneous titles, "The Pioneer Irish of Onondaga" by Dr. Theresa Bannan, "Old Indian Trails" by Miss Mary Schäffer, and "Indian Place Names of Long Island" by Mr. William W. Tooker.

"Modern Universities and their Government," the most important article in the educational supplement of the London "Times" of April 4, is not so restricted in view or local in character as to render it unprofitable reading on this side of the Atlantic. The relation of faculty to trustees, the status of the professor, his mode of appointment, and the security or insecurity of his tenure of office, are questions of perennial interest in our academic circles; and on some of these the above-named article throws at least a ray of side-light.

Some time ago Dr. David Starr Jordan, in the course of a lecture on "International Arbitration," disclosed the fact that "Norman Angell," author of "The Great Illusion," is the pseudonym of Mr. Ralph Lane, of the Paris "Daily Mail." This statement now receives confirmation from "Norman Angell" himself, who in a letter to his publishers gives them permission to reveal his identity. "'Norman Angell'" he says, "is something more than a non-de-plume; it is part of my name, the whole of it being Ralph Norman Angell Lane; a part of our family being known as Angell-Lane."

Publication of the first volume of the "Cambridge Medieval History" has been definitely fixed for June next. The scheme of the work was laid down by Professor Bury, and its general editorship has been entrusted to Professor Gwatkin and Professor Whitney. It aims to cover the whole field of mediæval history in the light of the most recent research, and on a fuller scale than has ever before been attempted. The first volume treats of "The Christian Roman Empire and the Foundation of the Teutonic Kingdoms," and contains chapters by Professor Gwatkin, Principal Lindsay, Dr. Ludwig Schmidt, Professor Vinogradoff, Miss Gardner, and other authorities on the period.

A reference work that librarians and dramatic students should find of unique value is announced by the Boston Book Co. in the "Dramatic Index for 1910," covering articles and illustrations concerning the stage and its players in the periodicals of America and England, with a record of books on the drama, and of texts of plays published during 1910. The same firm also announces the "Annual Magazine Subject-Index for 1910," a subject-index to a selected list of American and English periodicals and Society publications not elsewhere indexed. Both these works are edited by Mr. Frederick W. Faxon, and compiled with the cöoperation of librarians.

At the opening session of the Hoe sale, at Anderson's galleries in New York last week, a copy of the Gutenberg Bible was sold for $50,000,—probably the highest price ever paid for any book. The purchaser was Mr. Henry E. Huntington of Los Angeles. Next to the Gutenberg Bible, the Book of St. Albans, compiled by Juliana Berners and published by Caxton in 1486, brought the highest price—$12,000. This was also bought by Mr. Huntington. The tenth book of the History of the Ethiopians, by Heliodorus, printed in Basle, Switzerland, by Icannein Oporinum in 1552 and bound by Grolier, went to Mr. Walter M. Hill of Chicago for $5000. A history of Italy by Francesco Guicciardini, bound by Nicholas Eve in 1561, with a full length portrait in mosaic of morocco and vellum of Henry III., was bought for $2600 by Mr. Huntington. The total sales for the day were $134,866 for 379 numbers.

According to "The Outlook," Count Tolstoy left behind him, in a more or less finished state, two hitherto unpublished dramas; three short novels, one of which dates from his best literary period; and a large amount of interesting matter which was included in the first

drafts of his sketches and novels, but which was subsequently stricken out either because it could not pass the press censorship, because it was thought by the Countess Tolstoy to be objectionable, or because it did not meet the approval of the magazine editors to whom it was originally submitted. The dramas are entitled, "A Learned Woman" and "A Living Corpse." The latter is to be put on the stage of the Fine Arts Theatre in Moscow next Winter, and arrangements have been made for its production in the principal cities of western Europe. The stories are "Tikhon and Malanie," "Father Sergie," and "Hadji Murad," a tale of the Caucasus.

The Society of College Teachers of Education has entered into an agreement with the University of Chicago Press whereby the editorial management of "The School Review" will henceforth be under the control of an Editorial Committee elected by the Society. This Editorial Committee consists of Professors M. V. O'Shea, E. O. Holland, William C. Bagley, Frederick E. Bolton, and Paul H. Hanus. To this Editorial Committee representing the Society of College Teachers of Education has been added Professors Willard C. Gore, Frank N. Freeman, and Franklin W. Johnson, all of the faculty of the School of Education of the University of Chicago. Professor Gore has been elected by the Committee managing editor of the Review. As a result of this agreement, "The School Review" will become the organ of the Society of College Teachers of Education. It is planned to make it of service to all who are concerned in any way with secondary education in this country. It has been decided also to publish in connection with the Review a series of supplementary monographs dealing in a detailed scientific way with problems of secondary education.

Industrial training has come to be regarded as one of the most important features in the education of adolescent youth, in school and out; and an urgent problem with parents to-day is how to present the industrial occupations to the child in a way to attract and interest him, and to utilize his self-activity by directive rather than by coercive measures, so that the work will hold the free joyousness of play. It is in the effort to solve this problem that "The Children's Library of Work and Play" has been planned by Messrs. Doubleday, Page & Co. The library, which has been four years in preparation, is complete in ten volumes, fully illustrated, embracing Carpentry and Woodwork, Mechanics — Indoor and Out, Metal Work, Housekeeping, Needlecraft, Household Decoration, Gardening and Farming, Outdoor Sports and Games, Electricity for Everyday Uses, and Outdoor Work. The authors, who are special workers in their respective fields, have whenever possible arranged the material in narrative form, telling of the many useful things done by boys and girls who are characters in the story and explaining in a practical way and in clear detail how they have done them. The aim has been to engage the interest of the youthful reader first in the story, and through that to lead him unconsciously to an understanding of the fundamental principles involved in the various activities. As a guide to the many useful things a child can do and as a stimulus to interest in life activities the books will be welcome to parents who are seeking the right method by which to meet the child's play need and his desire to investigate, and to gratify his creative faculty in a way that shall insure precision and its resultant rectitude of character.

Educational Books of the Spring Season.

The following classified list comprises the chief educational publications of the present Spring season, — those issued since February 1, and those to be issued during the next few weeks. Some three hundred titles, representing the output of twenty-five publishers, are included. It is believed that this list, constituting as it does a classified summary of the educational publications of the entire Spring season, will prove of value and interest to every educational worker.

Educational Theory and Practice.

Educational Problems, by G. Stanley Hall, 2 vols., $7.50. (D. Appleton & Co.)

A Cyclopedia of Education, edited by Paul Monroe, Ph.D., with the assistance of departmental editors and more than one thousand individual contributors, $5. per volume.—Principles of Education, by W. Franklin Jones.—The Training of Teachers for Secondary Schools in Germany and the United States, by John Franklin Brown, Ph.D., $1.25.—Educational Values, by W. C. Bagley.—Craftsmanship in Teaching, by W. C. Bagley, $1.25. (Macmillan Co.)

Administration of the College Curriculum, by William Trufant Foster, $1.50.—Riverside Educational Monographs, new volumes: The Recitation, by George Herbert Betts, 60 cts.—The Vocational Guidance of Youth, by Meyer Bloomfield, 60 cts.; Teaching Poetry in the Grades, by Agnes G. Smith and Margaret W. Haliburton, 60 cts.; Individuality, by E. L. Thorndike, 35 cts. (Houghton Mifflin Co.)

Annals of Educational Progress during the year 1910, a report upon the current educational activities throughout the world, by John Palmer Garber, $1.25. (J. B. Lippincott Co.)

Education and Life, a book for teachers and parents, by Edith Greer.—Home, School, and Life, by Edith Greer.—Education as Growth, or The Culture of Character, by L. H. Jones. (Ginn & Co.)

The Development of Personality as the Chief Aim of Education, by Thiselton Mark, $1.—The Higher Education as a Training for Business, by Harry Pratt Judson, 50 cts. (Univ. of Chicago Press.)

A False Equation, the problem of the great trust, by Melville M. Bigelow, $1.50. (Little, Brown & Co.)

Systematic Moral Education, with daily lessons in ethics, by John King Clark, $1. (A. S. Barnes & Co.)

The Teacher and the Times, by R. A. Saunders. (C. W. Bardeen.)

Primer of Practical Teaching, by J. A. Green and C. Birchenough. (Longmans, Green & Co.)

Sweet's Public Education in California, $1. (American Book Co.)

Cloister Chords, an educator's year book, by Sister M. Fides Shepperson, 50 cts. (Ainsworth & Co.)

English Language and Literature.

An Introduction to the English Classics, by W. P. Trent, C. L. Hanson, and W. P. Brewster.—The Beacon Primer, by J. H. Fassett. (Ginn & Co.)

English Language, by James P. Kinard and Sarah Withers, Book I., Language and Literature, 40 cts.; Book II., English Grammar and Composition, 55 cts.—Modern English, Book I., by Henry P. Emerson and Ida C. Bender, New York State Edition, 50 cts. (Macmillan Co.)

Halleck's History of American Literature, $1.25.—Sheran's Textbook in English Literature for Catholic Schools, $1.25.—Argumentation and Debate, by Joseph Villers Denney, Carson S. Duncan, and Frank C. McKinney, $1.25.—Brook's English Composition, Book II.—Speaking and Writing, by Maxwell, Johnston, and Barnum, Book III., 25 cts. (American Book Co.)

The Riverside Readers, consisting of a Primer and five Readers, edited by James H. Van Sickle and Wilhelmina Seegmiller, assisted by Frances Jenkins.—A Study of Versification, by Brander Matthews, $1.25. (Houghton Mifflin Co.)

High School Exercises in Grammar, by M. Maud, 75 cts.—Writing and Speaking, by Charles L. Baldwin, Parts I and II, 70 cts. each.—Horace Mann Fourth Reader, edited by Walter L. Hervey and Melvin Hix, 60 cts. (Longmans, Green & Co.)

Progressive Road to Reading, by Burchill, Ettinger, and Shimer, Book Four, 50 cts.—Mother Goose Primer. (Silver, Burdett & Co.)

Elementary Course in English, by James Fleming Horic. (Univ. of Chicago Press.)

An Elementary English Grammar, by A. E. Sharp. (Wm. R. Jenkins Co.)

A Reader for the Fifth Grade, edited by C. F. Carroll and S. C. Brooks, 45 cts. (D. Appleton & Co.)

Commonsense Speller, by W. L. West, Grades Two, Three, Four and Five, 18 cts., Grades Six and Seven, 20 cts. (Newson & Co.)

Composition-Literature, by F. N. Scott and J. V. Denney, revised edition. (Allyn & Bacon.)

Annotated Texts.

Early English Verse, edited by Henry S. Pancoast and J. D. Sparth.—Specimens of Letter-Writing, edited by Laura E. Lockwood and Amy R. Kelly.—English Readings for Schools, edited by Wilbur L. Cross, first vols.: Arnold's Sohrab and Rustum and Other Poems, edited by Walter S. Hinchman; Bunyan's Pilgrims' Progress, Part I., edited by John H. Gardner; Defoe's Robinson Crusoe, edited by Wilbur L. Cross; Scott's Lady of the Lake, edited by Alfred M. Hitchcock; Shakespeare's Macbeth, edited by Felix E. Schelling; Shakespeare's Merchant of Venice, edited by Frederick E. Pierce; Shakespeare's Julius Cæsar, edited by Ashley H. Thorndike; Shakespeare's As You Like It, edited by John W. Cunliffe and George Roy Elliott; Selections from Browning, edited by Charles W. Hodell; Burke's On Conciliation, edited by Daniel Thompson; George Eliot's Silas Marner, edited by Ellen E. Garrigues; Irving's Sketch Book, edited by Arthur W. Leonard; Old Testament Narratives, edited by George H. Nettleton; Stevenson's Treasure Island, edited by Stuart P. Sherman; Washington's Farewell Address and Webster's First Bunker Hill Oration, edited by William E. Simonds; Selections from Wordsworth, Coleridge, Shelley, and Keats, edited by James W. Linn. (Henry Holt & Co.)

Selections from Robert Louis Stevenson, edited by Henry S. Canby.—Scribner English Classics, new volumes: George Eliot's Silas Marner, Stevenson's Treasure Island, Inland Voyage, and Travels with a Donkey, Selections from The Spectator. (Charles Scribner's Sons.)

Autobiography of Benjamin Franklin, edited by George B. Aiton.—Adventures of a Brownie, by Dinah Maria Mulock Craik, edited by Marion Foster Washburn.—A Dog of Flanders, by Louisa de la Ramée, edited by Rose Swart.—Kingsley's Water Babies, edited by George B. Aiton. (Rand, McNally & Co.)

Browning's Men and Women, edited by G. E. Hadow, 90 cts.—Dryden's Absalom and Achitophel, edited by W. D. Christie, 50 cts.—Macaulay's Essay on Addison, edited by G. E. Hadow, 40 cts.—Macaulay's Essay on Clive, edited by Vincent A. Smith, M. A., with maps, 50 cts. (Oxford Univ. Press.)

Merrill's English Texts, new volumes: Tennyson's Idylls of the King, and Byron's Childe Harold, Canto IV., and The Prisoner of Chillon.—Merrill's Story Books, new volumes: Lewis Carroll's Alice's Adventures in Wonderland, and Craik's Bow Wow and Mew Mew, 30 cts. each. (Charles E. Merrill Co.)

Gateway Series of English Texts, new volumes: Stevenson's Inland Voyage, and Travels with a Donkey, 40 cts.—Washington's Farewell Address, and Webster's First Bunker Hill Oration, 30 cts.—Eclectic English Classics, new and cheaper edition, 48 titles, cloth, 20 cts. each. (American Book Co.)

Standard English Classics, new volumes: Selections from Huxley; Selections from the Letters, Speeches, and State Papers of Lincoln; Selections from the Old Testament; Stevenson's An Inland Voyage and Travels with a Donkey; Thackeray's English Humorists of the Eighteenth Century. (Ginn & Co.)

The Chief Elizabethan Dramatists, exclusive of Shakespeare, edited by William A. Neilson, $2.75. (Houghton Mifflin Co.)

Shakespeare's Works, First Folio edition, edited by Charlotte Porter and Helen A. Clarke, new volumes: Henry IV., Parts 1 and 2, 75 cts each. (T. Y. Crowell & Co.)

Malory's King Arthur and His Knights, edited by Henry B. Lathrop, $1.50. (Baker & Taylor Co.)

Modern Masterpieces of Short Prose Fiction, edited by Alice V. Waite and Edith M. Taylor, $1.50. (D. Appleton & Co.)

Byron's Childe Harold, edited by H. E. Coblentz, 25 cts. (Longmans, Green, & Co.)

Syllabus Classics, first volume: Macaulay's Horatius. (C. W. Bardeen.)

FOREIGN LANGUAGES AND LITERATURE.

Introduction to German, by Edward Prokosch.—Spanish Grammar for Schools and Colleges, by E. W. Olmsted and Arthur Gordon.—Daheim, an easy German reader, by Philip Schuyler Allen. (Henry Holt & Co.)

An Elementary Grammar of the Italian Language, by A. Marinoni.—An Italian Reader, edited by A. Marinoni.—Exercises in French Sounds, by Philip Hudson Churchman. (Wm. R. Jenkins Co.)

Latin for Beginners, by B. L. D'Ooge. (Ginn & Co.)

A Latin Grammar, by Harry Edwin Burton, Ph. D., 90 cts. (Silver, Burdett & Co.)

Garner's Essentials of Spanish Grammar, $1.—Lindsay's Latin Sight Reading for the Second Year (American Book Co.)

Annotated Texts.

Heyse's Vitter Gabriel, edited by Robert N. Corwin.—Wildenbruch's Kindertränen, edited by A. E. Vestling, 35 cts.—Daudet's Neuf Contes Choisis, edited by V. E. François.—Molière's Les Femmes Savantes, and Les Précieuses Ridicules, edited by J. R. Effinger.—Lavedan's Le Duel, edited by Stephen H. Bush.—Fontaine's Grate Minde, edited by H. W. Thayer.—Valde's La Hermana San Sulpicio, edited by J. G. Gill. (Henry Holt & Co.)

Morris and Morgan Latin Series, new volume: Satires and Epistles of Horace, $1.25.—Ten Orations and Selected Letters of Cicero, edited by Bishop, King, and Helm, $1.25.—Six Orations of Cicero, edited by Bishop, King, and Helm, $1.—Ekkehard, Audifax und Hadumoth, by Joseph Victor von Scheffel, edited by Handschin and Luebke, 60 cts.—Taine's Les Origines de la France Contemporaine.—Cicero's

De Senectute, with or without vocabulary. 75 cts.—Smyth's Greek Series, new volume: Xenophon's Anabasis, Books I.-IV., edited by Mather and Hewitt, 40 cts.—Molière's Les Femmes Savantes, 40 cts. (American Book Co.)

Longman's French Texts, new volumes: Le Premier Coucou de la Forêt-Noire, by L. Viuchoud, 20 cts.; La Comète, by Erckmann-Chatrain, 20 cts.; L'Aventure de Jacques Gérard, by M. Stephane, 20 cts.; L'Exclusier, by E. Souvestre, 25 cts.; L'Attaque du Moulin, by Emile Zola, 25 cts.; Ma Montre du Doyen, by Erckmann Chatrain, 25 cts.; La Bruyère d'Yvonne, by Pierre Maël, 25 cts.; Fontenoy, by P. and V. Margueritte, 35 cts.; Trente et Quarante, by E. About, 35 cts.; Le Comte Kostia, by V. Cherbuliez, 35 cts.; Ursule Mirouet, by Honore de Balzac, 35 cts.; Baron Marbot à Austerlitz, edited by Wilson and Green, 50 cts.; Baron Marbot à Rates Conne; Histoires d'Animaux, by Alexandre Dumas, 50 cts. (Longmans, Green, & Co.)

Chateaubriand's Atala, edited by T. J. Cloran.—Maupassant's L'Auberge, edited by A. Schinz.—La Perle Noire, by Victorien Sardou.—Précis d'Histoire de France, edited by Joseph Platet. (Wm. R. Jenkins Co.)

International Modern Language Series, new volumes: Corneille's Le Cid, De Maistre's La Jeune Sibérienne, Hugo's Poems, Fulda's Der Talisman, Ford's Old Spanish Readings. (Ginn & Co.)

Cæsar's Gallic War, edited by Rolfe and Robert. (Charles Scribner's Sons.)

Merrill's German Texts, new volumes: Heyse's Hochzeit auf Capri, and Freytag's Die Journalisten. (Charles E. Merrill Co.)

Wildenbruch's Das Edle Blut and Der Letzte, edited by W. W. Florer. (Allyn & Bacon.)

History.

A History of the Ancient World, for secondary schools, by George Willis Botsford.—A Short History of the American People, by Edna Henry Lee Turpin, introduction by S. C. Mitchell, Ph. D., 90 cts.—American History for Grammar Schools, by Marguerite Stockman Dickson.—The Study of History in Secondary Schools, Report of the American Historical Association, by a Committee of Five, 25 cts. (Macmillan Co.)

American History, by D. S. Muzzey.—European Beginnings of American History, by Alice M. Atkinson.—Mediaeval Builders of the Modern World, by Marion Florence Lansing, first volume: Barbarian and Noble. (Ginn & Co.)

Historical Research, by John M. Vincent.—School Atlas of Modern History, by Ramsay Muir, $1.25. (Henry Holt & Co.)

A Guide to English History, by Henry W. Elson, $1.25. (Baker & Taylor Co.)

The Story of Chicago, by Jennie Hall, illus. (Rand, McNally & Co.)

Makers and Defenders of America, by Anna Elizabeth Foote and Avery Warner Skinner, 60 cts. (American Book Co.)

American History Story Book, by Blaisdell and Ball, 50 cts. (Little, Brown & Co.)

Elementary American History and Government, by James A. Woodburn and Thomas F. Moran, new edition, $1. (Longmans, Green & Co.)

Politics and Civics.

An Outline Study of American Civil Government, prepared by the Committee of the New England History Teachers' Association, 50 cts.—American Government, by Roscoe Lewis Ashley, with Supplement by Edgar W. Ames, New York State Edition, $1.10. (Macmillan Co.)

Civic Biology, by Clifton Hodge.—Readings in Political Science, by R. S. Gettell. (Ginn & Co.)

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Education for Citizenship, by George Kerschensteiner. (Rand, McNally & Co.)

Cornell Study Leaflets, new title: Civics, by Albert A. Giesecke. (C. W. Bardeen.

Geography and Topography.

Influences of Geographical Environment, on the Basis of Ratzel's System of Anthropo-geography, by Ellen Churchill Semple. (Henry Holt & Co.)

Commercial Geography for high school, by Edward Van Dyke Robinson.—Asia, a geographical reader, by Ellsworth Huntington.—The Geography of Minnesota, by Christopher Webber Hall.—The Geography of Michigan, by Mark S. Jefferson. (Rand, McNally & Co.)

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A Guide to the Great Cities of Western Europe, by Esther Singleton, $1.25. (Baker & Taylor Co.)

California the Golden, by Rockwell D. Hunt, Ph. D., 65 cts. (Silver, Burdett & Co.)

Australia, Physiographic and Economic, by Griffith Taylor, 90 cts. (Oxford Univ. Press.)

Topography of Ancient Rome, by S. B. Platner, revised edition. (Allyn & Bacon.)

Natural Sciences.

The Animals and Man, an elementary text book of zoology and human physiology, by Vernon L. Kellogg, $1.25.—College Textbook of Physics, by A. L. Kimball. (Henry Holt & Co.)

College Physics, by William Francis Magie.—A Laboratory Outline in Organic Chemistry, by Lawder W. Jones. (Century Co.)

Elements of Geology, by Eliot Blackwelder and Harlan H. Barrows, $1.40.—Essentials of Biology, presented in problems, by George William Hunter, $1.25.—Laboratory Problems in Biology, by George William Hunter, edited by Richard W. Sharpe, 75 cts.—Textbook of Botany, by Coulter, Barnes, and Cowles, Parts I and II. (American Book Co.)

Bacteriological Enzyme Chemistry, by G. J. Fowler, $2.10.—Elementary Chemistry for Coal Mining Students, by L. T. O'Shea, $1.80.—Qualitative Chemical Analysis, by F. M. Perkin, new edition, $1.50.—Chemistry and Testing of Cement.—New Ideas on Inorganic Chemistry, by A. Werner, $2.50.—Corrosion of Iron and Steel, by J. Newton Friend.—Photo Chemistry, by S. E. Sheppard.—Principles of Electro-Deposition, by S. Field, $1.80.—Elementary Manual of Radio-Telegraphy, by J. A. Fleming, new edition, $2.—Star Atlas for Students, by R. A. Proctor, new edition, $6. (Longmans, Green & Co.)

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A Beginner's History of Philosophy, by Herbert E. Cushman, Vol. II, $1.60. (Houghton Mifflin Co.)

Psychology, an elementary textbook, by R. M. Yerkes. (Henry Holt & Co.)

An Introductory Psychology, by M. S. Read. (Ginn & Co.)

The Elements of Physiological Psychology, by George Trumbull Ladd, revised edition. (Charles Scribner's Sons.)

Business and Agriculture.

Industrial Management, by J. C. Duncan, $2.—Property Insurance, by Solomon Huebner, $2.—American Corporations, by J. J. Sullivan, $2.—Corporation Finance, by E. S. Meade, $2. (D. Appleton & Co.)

The Teaching of Agriculture in the High School, by Garland Armor Bricker, M. A., $1.—Southern Field Crops, by John Frederick Duggar, $1.75. (Macmillan Co.)

A Text-Book of Agriculture, by K. C. Davis. (J. B. Lippincott Co.)

Recent Developments in Agricultural Education, by Benjamin M. Davis. (Univ. of Chicago Press.)

Supplementary Readers.

Indoors and Out, a nature and dramatic reader for first and second grades, by Sarah M. Mott and Percival Chubb. (Charles Scribner's Sons.)

The Best Fairy Tales of Hans Christian Andersen, edited by Alice Corbin Henderson.—Japanese Fairy Tales, by Teresa Pierce Williston, second series.—The Heart of a Boy, by Edmondo de Amicis, edited by Sophie Jewett.—Abraham Lincoln, a man of the people, by William H. Mace.—Pilgrim Stories, by Margaret Blanche Pumphrey.—In the Land of Sun Bonnets and Overalls, an operatta, by Mrs. Julian D. Holgate and Eulalie Osgood Grover.—Bird Life Stories, by Clarence Moores Weed, Book II.—The Early Sea People, by Katharine E. Dopp. (Rand, McNally & Co.)

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Children's Classics in Dramatic Form, Books I and V, edited by Augusta Stevenson, 30 cts. (Houghton Mifflin Co.)

Un Bal Manque, a play for schools, by Jeanne Charbonniéras. (Wm. R. Jenkins Co.)

Somebody's Little Girl, by Young, 50 cts. (Hinds, Noble & Eldredge.)

Miscellaneous.

Introduction to the History of Religion, by C. H. Toy.—Vocal Expression in Speech, by H. E. Gordan.—Expression Primer, by Lilian E. Talbot.—A Roman School, and A Roman Wedding, two plays illustrative of Roman life in the time of Cæsar, by Susan Paxson.—Semi-Annual Record for Graded Schools, by W. R. Comings. (Ginn & Co.)

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The Evolution of Literature, by A. S. Mackenzie, illus., $2.50. (T. Y. Crowell & Co.)

The Practical Use of Books and Libraries, an elementary manual, by Gilbert O. Ward, $1. (Boston Book Co.)

Domestic Art in Woman's Education, by Anna M. Cooley. (Charles Scribner's Sons.)

Domestic Science for Elementary Schools, by Ida Hood Clark, $1. (Little, Brown & Co.)

Penniman's Books and How to Make the Most of Them. (C. W. Bardeen.)

The Religion of Beauty and the Impersonal Estate, by Raley Husted Bell, $1.25. (Hinds, Noble & Eldredge.)

The Hebrew Prophets, or Patriots and Leaders of Israel, a text-book for pupils of high school age, by Georgia L. Chamberlin. (Univ. of Chicago Press.)

English for Italians, by Edith Waller. (Wm. R. Jenkins Co.)

Topics in Leading Periodicals.

May, 1911.

Alaska's Transportation Problem. F. L. Nelson. *World To-day.*
Angellier, Auguste, the Poet. Ernest Dimnet. *No. American.*
Animal Intelligence. M. E. Haggerty. *Atlantic.*
Armaments and Arbitration. A. T. Mahan. *North American.*
Bible Tercentenary, The. Patterson Smyth. *Rev. of Revs.*
Boy of To-Morrow, The. Eugene M. Gallup. *World's Work.*
Brangwyn, Frank, and his Etchings. W. S. Sparrow. *Scribner.*
Bread. Robert Kennedy Duncan. *Harper.*
Business, American, The Politics of. Sidney Brooks. *No. Amer.*
Buxton, Human Interest of. W. D. Howells. *No. American.*
China, Industrial Future of. Edward A. Ross. *Century.*
Civil War, Cavalry of the. Theo. F. Rodenbough. *Rev. of Revs.*
Dog, The, as a Teacher. John Franklin Genung. *Harper.*
Doré, Gustav. W. A. Bradley. *Bookman.*
Dreams, New Art of Interpreting. Edward M. Weyer. *Forum.*
Expenditure, Federal, under Modern Conditions. *Atlantic.*
Farmer, American, and Canadian Reciprocity. *Forum.*
Fiction, Old and New. Margaret Sherwood. *Atlantic.*
Fillmore, Millard. W. E. Griffis. *Harper.*
Financial Feudalism and a Central Bank. E. D. Fisher. *Forum.*
Fourth of July, A Right. Lee F. Hanmer. *World's Work.*
Galsworthy, John. Edwin Björkman. *Review of Reviews.*
Generations, The Two Present. Randolph S. Bourne. *Atlantic.*
Government, The, and Business Methods—II. *World's Work.*
Hospitality. Francis E. Leupp. *Atlantic.*
House, Leadership in the. G. B. McClellan. *Scribner.*
Ibsen-Myth, The. Edwin Björkman. *Forum.*
Immigration Problem, The Urgent. J. W. Jenks. *World's Work.*
Industrial Indemnity. Will Irwin. *Century.*
Insanity, The Prevention of. Homer Folks. *Rev. of Revs.*
Insurance, Fire, High Rates of. Chas. F. Carter. *Rev. of Revs.*
Insurgency, The Meaning of. Ray Stannard Baker. *American.*
Johnson, Tom L., Country's Debt to. E. W. Bemis. *Rev. of Revs.*
Judges, The Recall of. Albert Fink. *North American.*
Lightfoot, Bishop. Arthur C. Benson. *North American.*
Luther, Martin, and his Work—VI. A. C. McGiffert. *Century.*
Maharaja, His Highness the. Price Collier. *Scribner.*
Management, Scientific, Principles of. F. W. Taylor. *American.*
Minister, Country, Plight of the. A. A. Mackenzie. *Century.*
Montessori, Maria: An Educational Wonder-Worker. *McClure.*
Naval Policy, America's. Harry D. Brandyce. *Forum.*
Opera in English. Lawrence Gilman. *North American.*
Oregon, The People's Power in. W. G. Eggleston. *World's Work.*
Painting, The Classic Spirit in. Kenyon Cox. *Scribner.*
Patagonian Pampas, Titans of the. C. W. Furlong. *American.*
Persia, Southern, Trip through. A. W. Dubois. *World To-Day.*
Piranesi: Etcher and Architect. Frederick Keppel. *Century.*
Plots, Persistency and Integrity of. Ellen Duvall. *Atlantic.*
Production in Germany and America. W. H. Dooley. *Atlantic.*
Rabat: The Inaccessible City. Sydney Adamson. *Harper.*
Railroad Rate Decision, The. J. Shirley Eaton. *No. American.*
Railroads, Federal Regulation of. C. H. Marshall. *Rev. of Revs.*
Reciprocity Agreement, The. G. E. Foster. *North American.*
Republican Embarrassments. Medill McCormick. *No. Amer.*
Schools, Open Air, for Abnormal Children. *World To-day.*
Scott's Novels, The Orphans of. N. P. Dunn. *Atlantic.*
Sewage, The Purification of. R. Bergengren. *World To-day.*
"Richard the Third" on the Stage. William Winter. *Century.*
Skyscraper, The. Edgar Allan Forbes. *World's Work.*
Socialism and National Efficiency. J. O. Fagan. *Atlantic.*
Socialism, Prepare for. J. N. Larned. *Atlantic.*
Stand-Pat Intellect, The. Ida M. Tarbell. *American.*
Stowe, Harriet Beecher, Girlhood of. *McClure.*
Strang, William: Painter and Etcher. C. H. Caffin. *Harper.*
Taft and his Programme. Richard Hooker. *North American.*
Talking Machine as Educator. W. D. Wegefarth. *Lippincott.*
Tangier, An Artist's Vignettes of. Sydney Adamson. *Century.*
Tariff Question, A B C of the. Andrew Carnegie. *Century.*
Taxes, Canadian and American. Albert Jay Nock. *American.*
Theatre, Regeneration of the. Montrose J. Moses. *Forum.*
Unthrift, American. Charles T. Rogers. *Atlantic.*
Volcano, At Close Quarters with a. R. Harding. *World To-day.*
Wagner, The Mystery of. W. J. Henderson. *Bookman.*
Wall Street, Growth of. J. Moody and G. K. Turner. *McClure.*
War, The Coming European. Daniel L. Hanson. *World To-day.*
Waterways, European: Their Lesson for America. *Rev. of Revs.*
Wharton, Edith. Calvin Winter. *Bookman.*
Wilde, Oscar, in Paris. Arthur Ransome. *Bookman.*
Wilderness, Battle of the: A Revery. Morris Schaff. *Atlantic.*
Wilson, Woodrow. W. B. Hale. *World's Work.*
Women of the Caesars, The. Guglielmo Ferrero. *Century.*
Workers' Need of More Leisure. Temple Scott. *Forum.*
Y. M. C. A., Foreign Work of the. E. A. Halsey. *World To-day.*

List of New Books.

[The following list, containing 36 titles, includes books received by The Dial *since its last issue.]*

BIOGRAPHY AND REMINISCENCES.

Lady Charlotte Schreiber's Journals: Confidences of a Collector of Ceramics and Antiques throughout Britain, France, Holland, Belgium, Spain, Portugal, Turkey, Austria and Germany, from the year 1869 to 1885. Edited by her son, Montague J. Guest; with annotations by Egan Mew. In 2 volumes, illustrated in color, etc., large 8vo. John Lane Co. $12.50 net.

Memories and Impressions. By Ford Madox Hueffer. Illustrated, 8vo, 336 pages. Harper & Brothers. $1.60 net.

Mark Twain. By Archibald Henderson. Illustrated in color, etc., from photographs by Alvin Langdon Coburn. 8vo, 230 pages. Frederick A. Stokes Co. $1.50 net.

Memoirs of a Manager. By Daniel Frohman. Illustrated, 12mo, 235 pages. Doubleday, Page & Co. $1. net.

Louis XIV and Madame de Maintenon. By Charlotte, Lady Blennerhassett. Illustrated, 8vo, 323 pages. Charles Scribner's Sons. $3.75 net.

Wagner at Home. By Judith Gautier; translated from the French by Effie Dunreith Massie. Illustrated, 8vo, 257 pages. John Lane Co. $3.50 net.

Henry II: His Court and Times. By H. Noel Williams. Illustrated in photogravure, etc., 8vo, 379 pages. Charles Scribner's Sons. $3.75 net.

Timothy Flint: Pioneer Missionary, Author, Editor, 1780-1840. By John Ervin Kirkpatrick, Ph. D. Illustrated, 8vo, 331 pages. Cleveland: Arthur H. Clark Co. $3.50 net.

Heroines of Genoa and the Rivieras. By Edgcumbe Staley. Illustrated, 8vo, 326 pages. Charles Scribner's Sons. $3.50 net.

Isabella of Milan, Princess D'Aragona, and Wife of Duke Gian Galeazzo Sforza: The Intimate Story of Her Life in Milan Told in the Letters of Her Lady-in-Waiting, as Set Forth by Christopher Hare. Illustrated in photogravure, etc., 8vo, 307 pages. Charles Scribner's Sons. $2.50 net.

HISTORY.

France in the American Revolution. By James Breck Perkins; with Introduction by J. J. Jusserand. 12mo, 544 pages. Houghton Mifflin Co. $2. net.

Gettysburg: The Pivotal Battle of the Civil War. By R. K. Beecham. Illustrated, 8vo, 298 pages. A. C. McClurg & Co. $1.75 net.

The House of Hohenzollern: Two Centuries of Court Life. By E. A. Brayley Hodgetts. Illustrated, 8vo, 415 pages. E. P. Dutton & Co. $5. net.

England under the Hanoverians. By C. Grant Robertson. With maps, 8vo, 555 pages. G. P. Putnam's Sons. $3. net.

The Moravian Records. Edited by Archer Butler Hulbert and William Nathaniel Schwarze, Ph. D. Vol. I., David Zeisberger's History of the Northern American Indians. 8vo, 189 pages. Ohio State Archæological and Historical Society.

GENERAL LITERATURE.

The Letters of Richard Henry Lee. Collected and edited by James Curtis Ballagh, Ph. D. Vol. I., 1762-1778. With portrait, 8vo, 467 pages. Macmillan Co. $2.50 net.

Sir Perceval of Galles: A Study of the Sources of the Legend. By Reginald Harvey Griffith. 8vo, 131 pages. University of Chicago Press. $1.25 net.

Masks and Minstrels of New Germany. By Percival Pollard. 12mo, 299 pages. John W. Luce & Co. $1.50 net.

Key-Notes of Optimism. By Calvin Weiss Laufer, A. M. 12mo, 152 pages. Sherman, French & Co. $1. net.

The Divine Archer. By F. J. Gould. With decorations, 18mo, 104 pages. E. P. Dutton & Co. 60 cts. net.